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ABSTRACT

This curriculum was written to give American Indian children an appreciation of Native American culture and two oral languages, Gros Ventre and Assiniboine. It is intended to create a comfortable cultural atmosphere while teaching K-4 children to say some words in their native language. The major content objective is to give children a repertoire of Indian words that will enhance their appreciation for Indian language and culture, resulting in a better self-image. The curriculum focuses on the past by reporting on traditional Indian home life, ways of gathering food, games, and roles of family members. The curriculum includes vocabulary lessons on numbers, colors, animals, seasons, clothing, and food. There are also units offering Indian history, stories, games, sign language, education, and role playing. Numerous black and white drawings illustrate the text and the vocabulary. The guide includes lesson plans, a 27-item reference list, and a 7-page vocabulary list. (TE)

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ED324172

A Basic Guide in Tri-lingual Education in Gros Ventre and Assiniboine

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A BASIC GUIDE IN TRI-LINGUAL EDUCATION IN GROS VENTRE AND ASSINIBOINE

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FOREWARD

The Bilingual Staff, Resource People, the Gros-Ventre and Assiniboine Tribal Members are the fuel upon which our Bilingual Schools run. Serving on Parent Advisory Committees, Cultural Committees and resources leading evening activities and meetings helping students learn languages and traditional life history.

If these people do not play an integral role in the Bilingual Program then we would continually face an energy crisis and will find building a viable Language and Cultural program an impossible task.

Bilingual Education is a professional field and the body of literature available about it is becoming more impressive each year. We have attempted to pull relevant ideas and forms from available resources and literature and from our own experiences to help the Resource Teachers to teach the Tri-Lingual Languages.

Our hope is that this literature will be helpful to our school to those who are interested in the languages of these tribes. Most of the materials we've included have been carefully selected from the field as examples that work.

ACKNOWLEDGMENT

I would like to acknowledge all those who participated in putting this curriculum book together and thanking them for their invaluable help and knowledge.

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Special thanks go to the Office of Public Instruction, Mrs. Lynn Hinch, and the Fort Belknap Education Department, also other people that may have helped that are not mentioned.

Federal Grant Number G00-02694 October 1, 1980

INTRODUCTION

The primary purpose of this curriculum book is to give the Indian child an appreciation of his language and cultural background. It is intended to create a cultural atmosphere in which the child feels comfortable. Being able to say I am an Indian, and being able to say some words in his/her language.

The major content objective is to give the child a repertoire of Indian words that will enhance his appreciation for his language and culture, which will result in a better self image.

It focuses on the past by reporting ways of gathering food, homes, games, roles of family members.

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GENERAL PROCEDURES FOR THE UNITS

Present the new words to the class.

Present flash cards to the class.

Do activities for each unit.

Quiz students periodically throughout the unit.

Use other matierials to teach.

a. video tapes
b. transparencies
c. slides
d. language master
e. have the elders say the words
f. puppets

* There is no correct way to spell in the Gros Ventre and the Assiniboine languages. Neither language is a written language. Both languages are almost extinct. So we are concentrating on teaching both languages orally.

Numbers

Years ago the Native Americans used to use numbers to count. They kept track of just about everything. They didn't have calanders but they had ways of keeping track of the seasons, moons etc.

The Native Americans knew how many hides it took to cover their tipis, to make an outfit, to trade for beads and blankets.

They had coup stick they used to count their feathers. They earned a feather by touching a Whiteman or an enemy and getting away unharmed. Alao they earned a feather by doing a dangerous deed.

The Indian women counted when they beaded and did quill work.

Numbers

Objectives

1. To be able to count from 1-10 in their language
2. Native Americans had ways of counting and keeping track of everything.

Materials

1. Flash cards
2. Use of the Elders, having them say the words
3. Language master (only when the elders are absent)

Procedure

1. Introduce the numbers 1-10
2. Have the elders count for the class
3. Do suggested activities

2

First Day of Instruction

Grades K - 1

1. Introduce the numbers 1 and 2
2. Have elders count for the class
3. Have the class repeat the numbers 1 and 2
4. Have the class take turns counting to 2
5. For every number the student learns to say he will earn a feather.
6. Have the class do a coloring sheet.

Grades 2-4

1. Do all of the above items, but introduce the numbers 3 along with 1 and 2.

Second Day of Instructions

Grades K - 1

1. Introduce the next two numbers 3 and 4
2. Review the numbers 1 and 2
3. Have students take turns counting up to 4 in their language.
4. Have students do a coloring sheet

Grades 2-4

1. Review numbers 1-3
2. Introduce numbers 4-6
3. Have the class take turns counting to 6 in their language.
4. Have students do an activity sheet

Third Day of Instruction

Grades K - 1

1. Introduce numbers 5 and 6
2. Review numbers 1-4
3. With the help of the aid and teacher, have each child count for you individually, so that the class can't hear them and can't interfear. While your checking each child, the rest of the class can do a coloring sheet.

Grades 2-4

1. Introduce numbers 7-9
2. Review numbers 1-6
3. Play the clap game with class

Clap Game

Have 2 students face the chalk board and listen as you clap. When you stop, they each draw one stick on the board for every clap. Then ask the class how many claps they heard, and help them check the number of sticks drawn by each child. Choose another couple to stand at the board, varying the rhythme and the number of times you clap.

Fourth Day of Instructions

Grades K-1

1. Review numbers 1-6
2. Introduce numbers 7 and 8
3. Have a sheet of paper divided into six squares, each square will have a different amount of items. The class will color the box with 7 items blue, and the box with 8 items red. The teacher will read the directions, using the Indian word for the number.
4. By this time the class should be able to count up to 8 withaout stopping.

Grades 2-4

1. Introduce the number 10
2. Review numbers 1-9
3. Each child should be able to count without much difficulty. Also have at least 8 feathers.

Fifth Day of Instruction

Grades K-1

1. Introduce numbers 9 and 10
2. Review numbers 1-8
3. By this time the students should be able to count without much difficulty, and have at least 8 feathers.

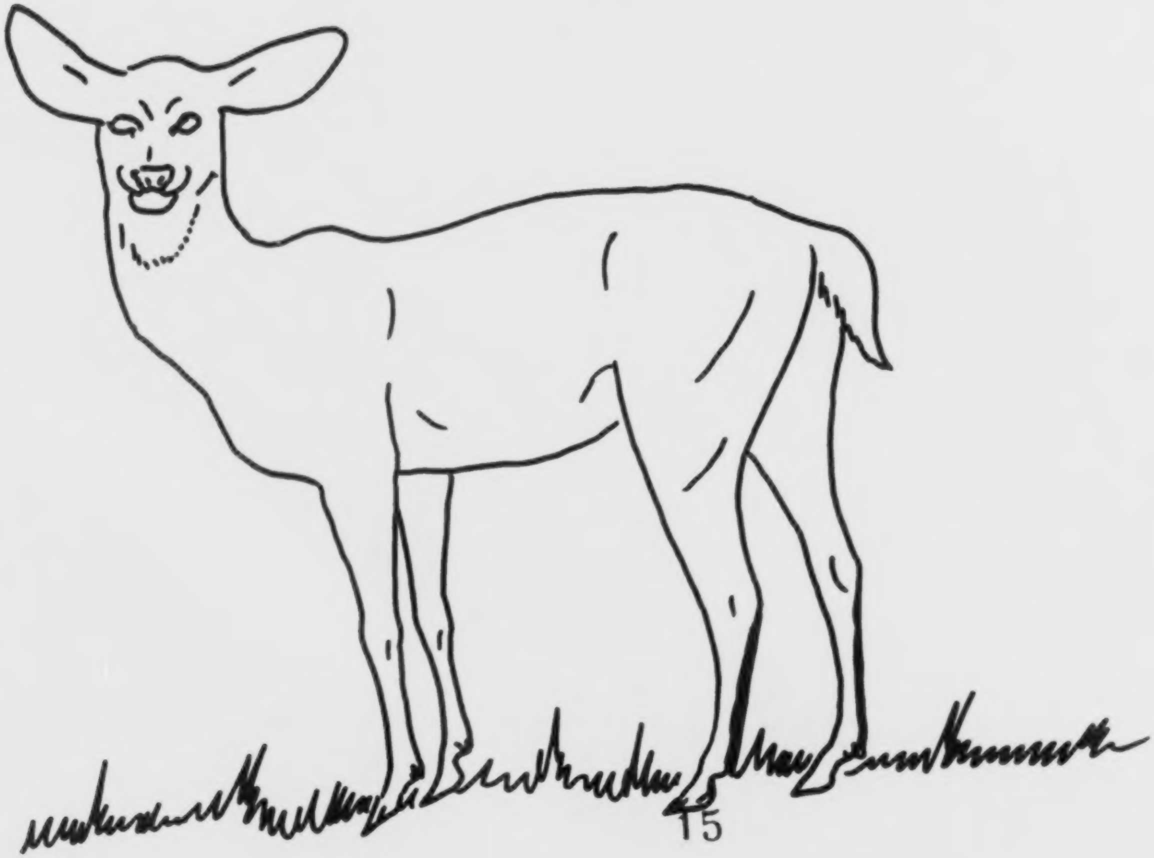
Grades 2-4

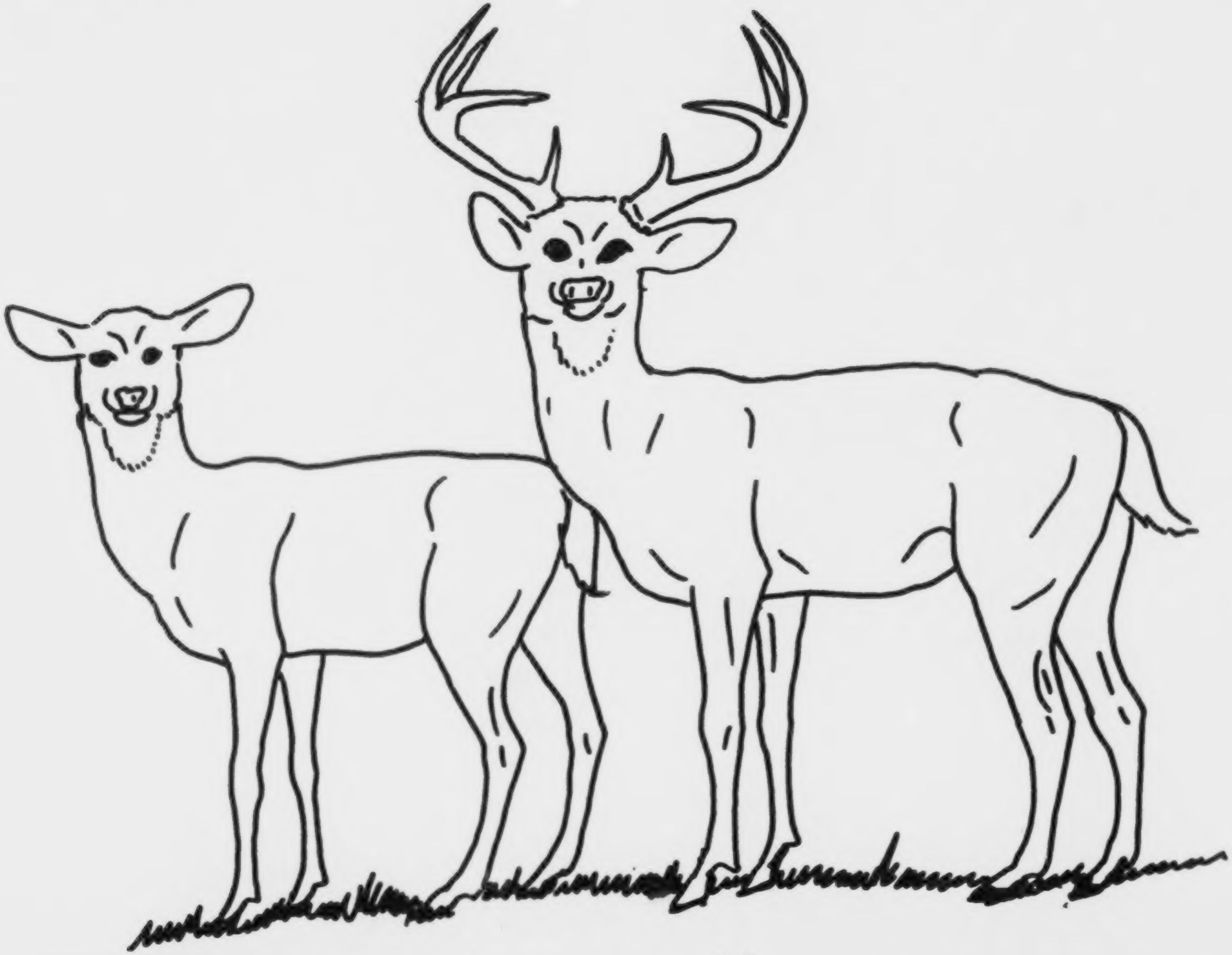
1. Review all their numbers
2. Introduce the word for I am
3. Each child should stand up and say their name

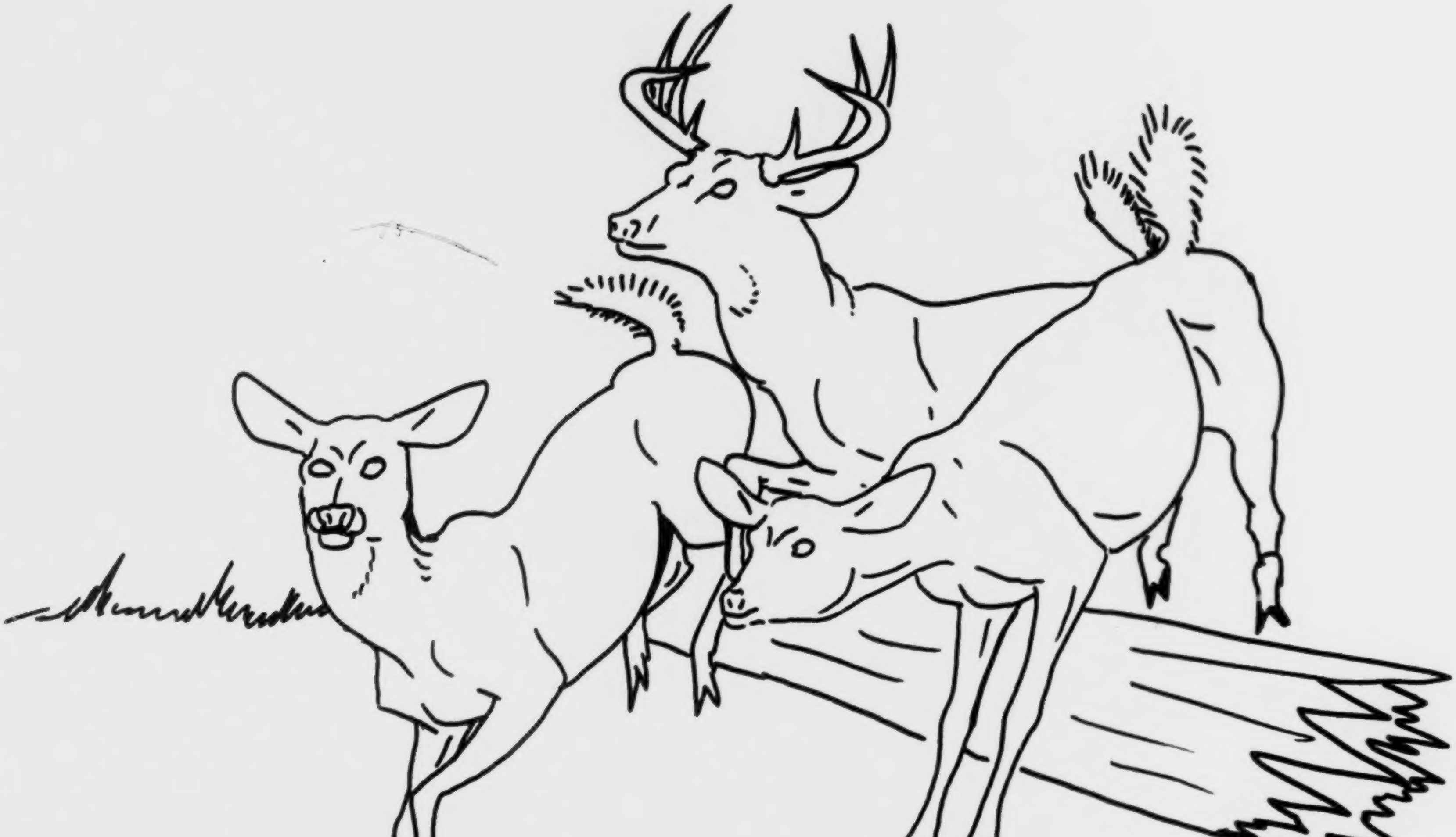
NUMBERS

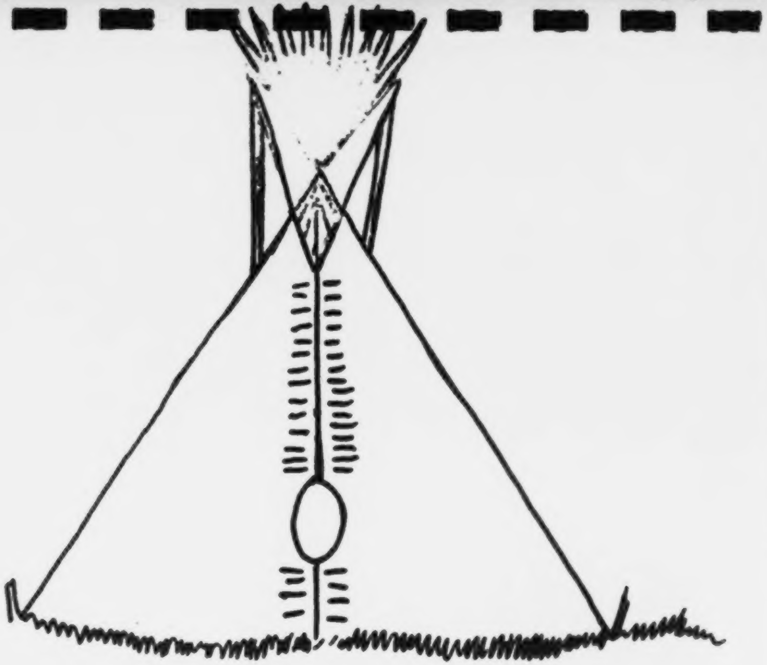
	Gros Ventre	Assiniboine
1.	gathay	wajee
2.	neith	numba
3.	nath	yamni
4.	yan	doab
5.	yadone	zapt
6.	nagyadus	šakpe
7.	neethadus	Iusna
8.	nathadus	šaknox
9.	anhabatadus	napjuwonk
10.	batadus	wekjemna

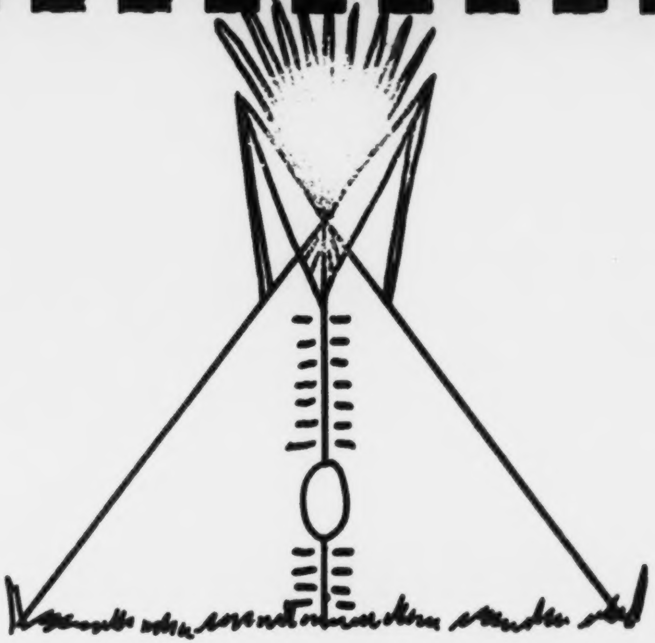
I am Ne nah

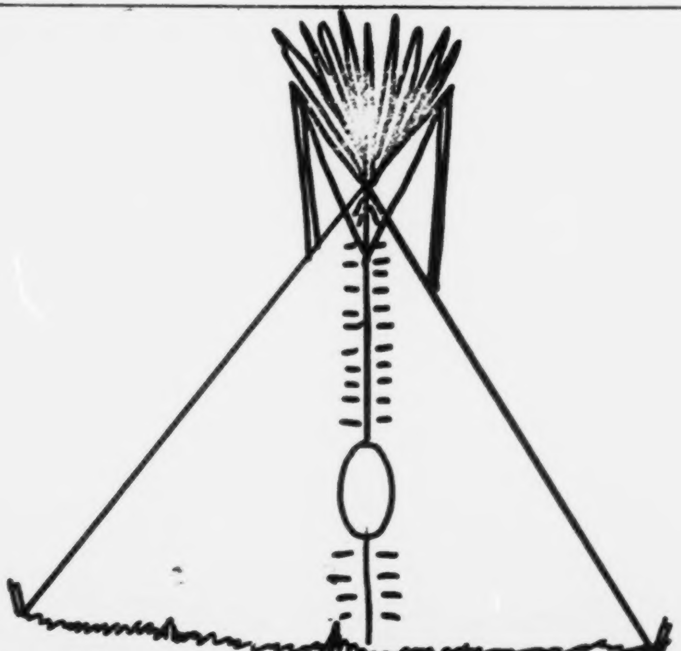


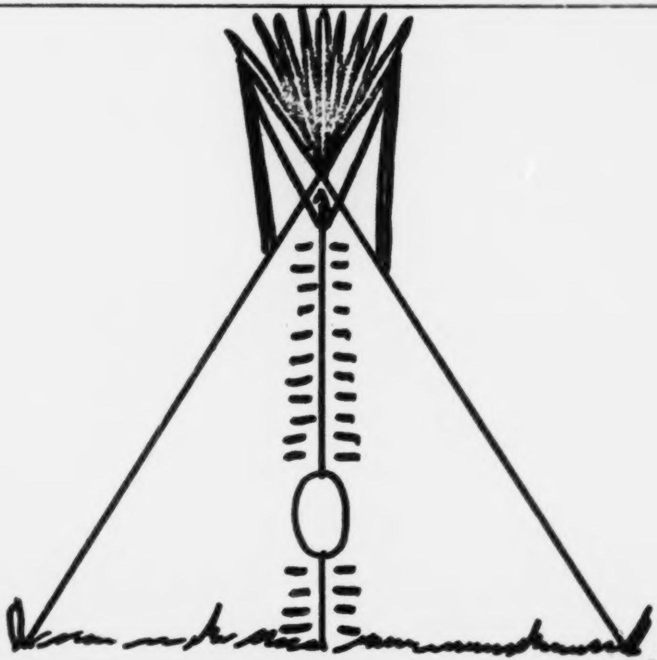


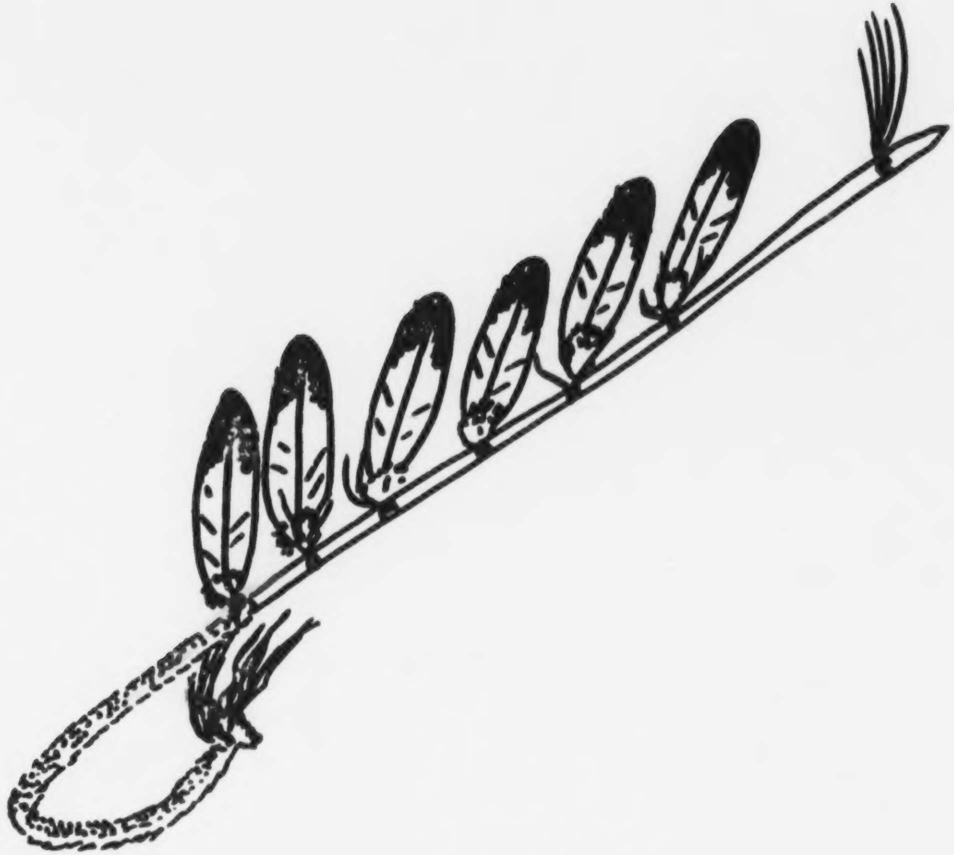


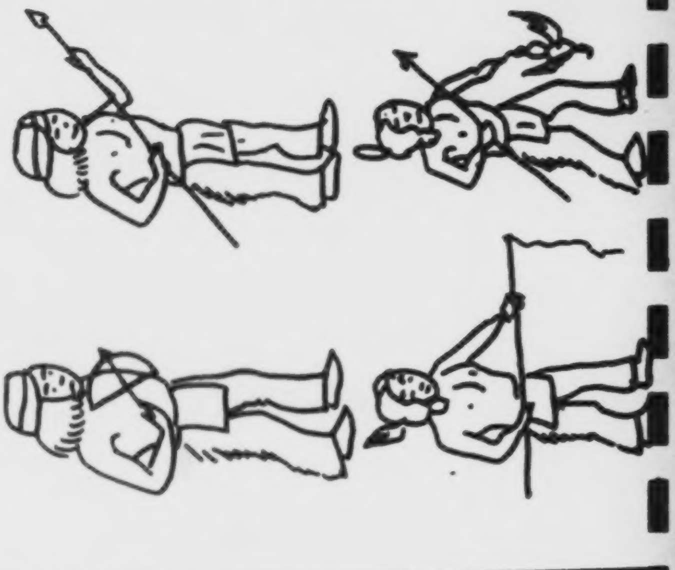


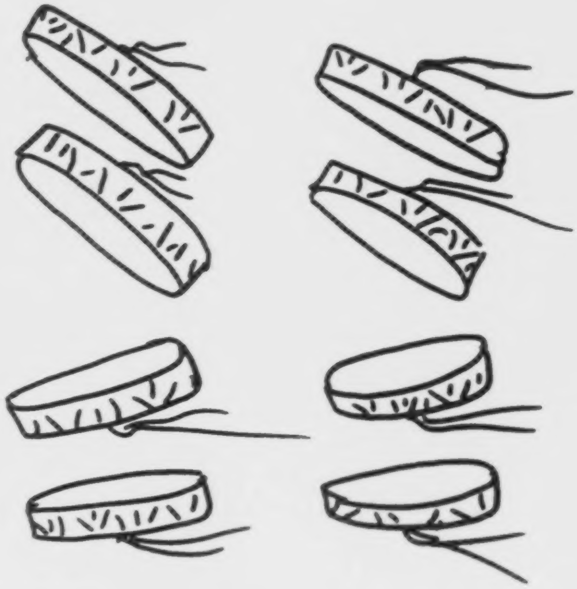


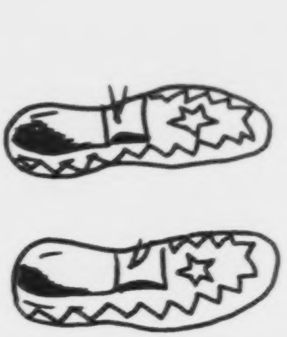


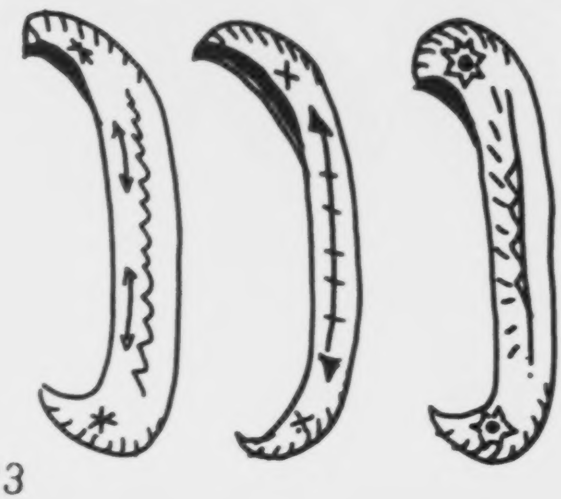












Name______________________________ Date______________________________

Matching: Numbers 1-10
Gros Ventre

Directions: Draw a line from the Gros Ventre number word to the English word.

Gros Ventre	English
Nath	Five
Nagyadus	Eight
Batadus	One
Yon	Six
Gathay	Four
Neethadus	Ten
Anhabatadus	Seven
Neeth	Two
Yadone	Nine
Nathadus	Three

Date ______________________ Name ______________________________

Number Review - 1 thru 10: Gros Ventre

ADD

Neeth
Anhabatadus
+ Gathay
______

Batadus
Neethadus
+ Nath
______

Yon
Yadone
+ Yon
______

Nathadus
Gathay
+ Batadus
______

Gathay
Yon
+ Gathay
______

Anhabatadus
Nathadus
+ Nagyadus
______

Nath
Neeth
+ Gathay
______

Nagyadus
Yon
+ Nagyadus
______

Batadus
Nathadus
+ Yon
______

Yadone
Neeth
+ Yon
______

Anhabatadus
Gathay
+ Neeth
______

Yon
Yon
+ Nath
______

Gathay
Yadone
+ Yon
______

Nathadus
Neeth
+ Nath
______

Batadus
Nathadus
+ Yon
______

Nagyadus
Yadone
+ Yon
______

Name ______________________________ Date ______________________________

Numbers: 1-5 Assiniboine

Directions: Draw a line from the English word to the correct matching word in Assiniboine.

ENGLISH	ASSINIBOINE
One	Yamni
Two	Doba
Three	Zapt
Four	Numba
Five	Wazii

Name ______________________________ Date ______________________________

Matching: Numbers 1 thru 10; Assiniboine

Directions: Draw a line from the Assiniboine number word to the English number word.

Assiniboine	English
Zapt	Seven
Šakpe	One
Numba	Ten
Iušna	Three
Wazii	Five
Doba	Two
Šaknox	Eight
Najuwonk	Four
Yamni	Six
Wekjemna	Nine

Name________________________________Date____________________________________

Directions: Write the English word underneath the Assiniboine number word.

Wekjemna	Wazii'	Zapt	Iušna
________	_______	______	_______
Doba	Šakpe	Yamni	Numba
_____	_____	______	______
Šaknox	Najuwonk	Wazii	Doba
______	_________	______	_____
Numba	Iušna	Šakpe	Yamni
______	______	______	______
Doba	Wekjemna	Zapt	Šaknox
_____	____________	______	_______
Najuwonk	Numba	Doba	Iušna
_______	______	______	______

Gros Ventre

Name____________________________

Math Activity: Using numbers 1-10: Subtraction and Addition Problems

ADD

Gathay + Yon	Nathadus + Neeth	Nath + Yadone	Yon + Batadus
Nath + Yon	Yadone + Nagyadus	Anhabatadus + Neeth	Nathadus + Gathay

Subtract

Yon - Gathay	Anhabatadus - Neethadus	Batadus - Yadone	Nagyadus - Nath
Batadus - Yon	Nagyadus - Nath	Neeth - Gathay	Nath - Gathay

Name________________________________Date____________________________________

Directions: The Gros Ventre number words are not in correct order, put them in correct order by placing the numbers on the blanks beside each word.

Yadone__________

Nath____________

Batadus__________

Yon______________

Neeth____________

Anhabatadus____________

Gathay______________

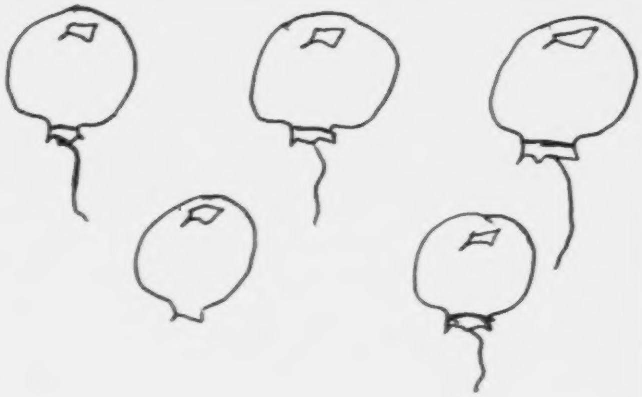
Neethadus__________

Nathadus_________________.

Name - - - - - - - - - - - - -

How many do you see

Count tem and circle the correct number word.



gathay
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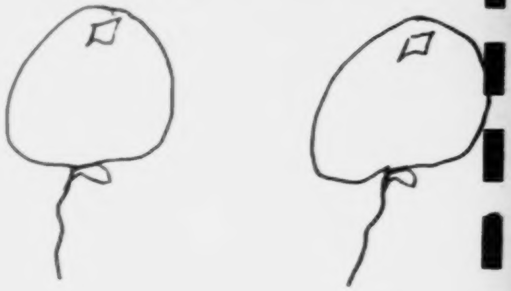
yon
yadone



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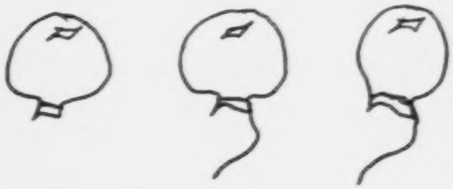

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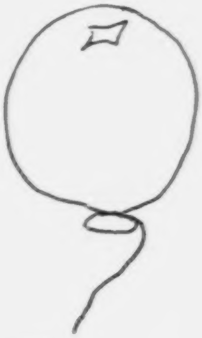

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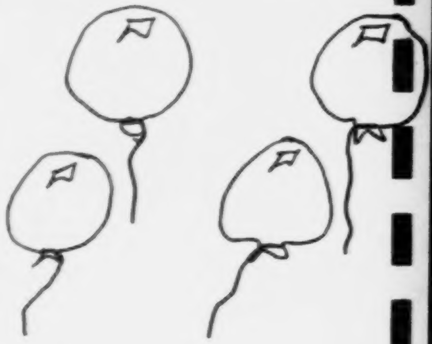
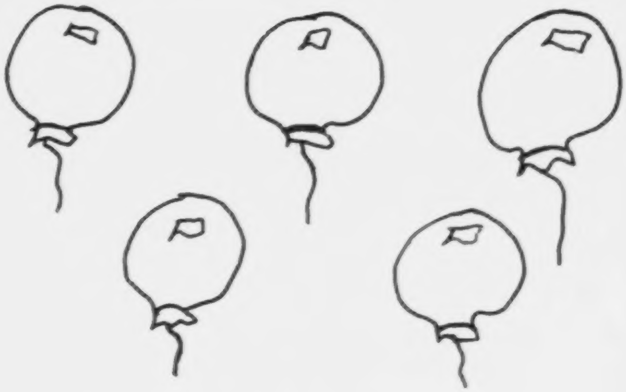


gathay
neeth
nath
yon
yadone

Name -

How many do you see?

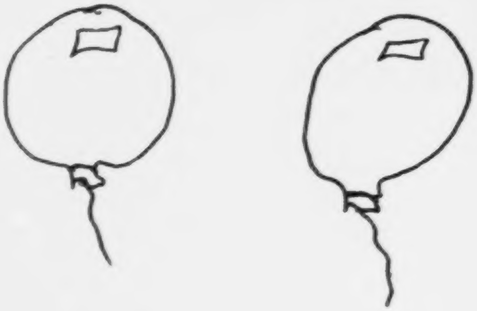
Count them and circle the correct number word.



Wazii Doba

Numba Zapt

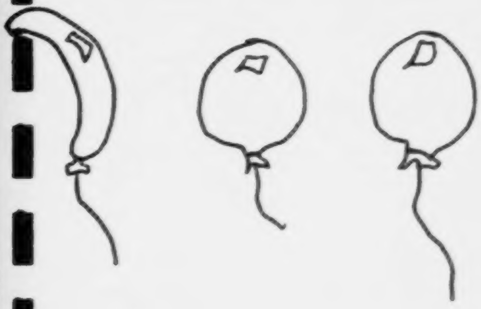
Yamni



Wazii Numba

Yamni Doba

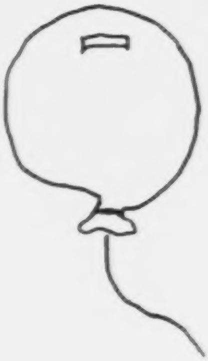
Zapt



Wazii Doba

Numba Zapt

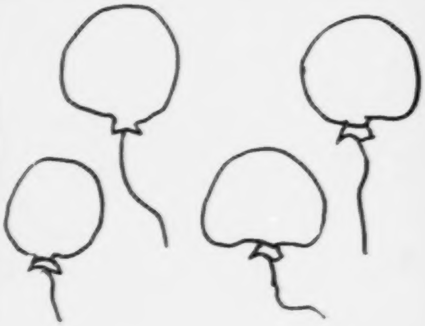
Yamni



Wazii Doba

Numba Zapt

Yamni



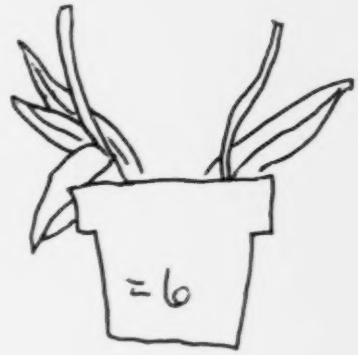
Wazii Doba

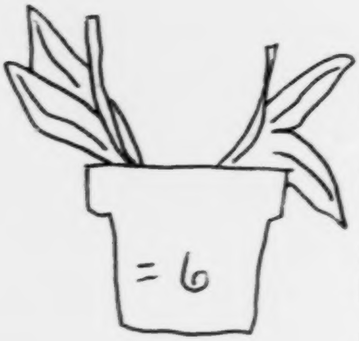
Numba Zapt

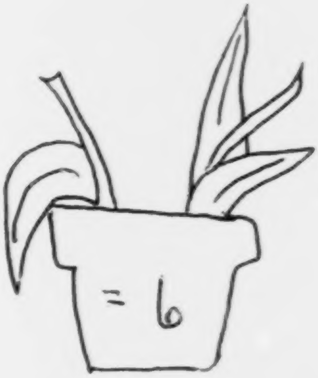
Zapt

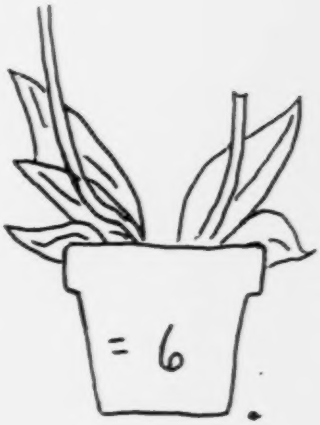
Gros Ventre-Numbers

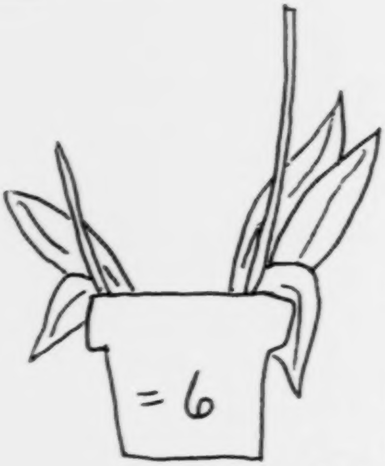
Directions: Cut out the flowers. Find two flowers with the number word that make the sum of six. Paste them on the two stems in each pot.

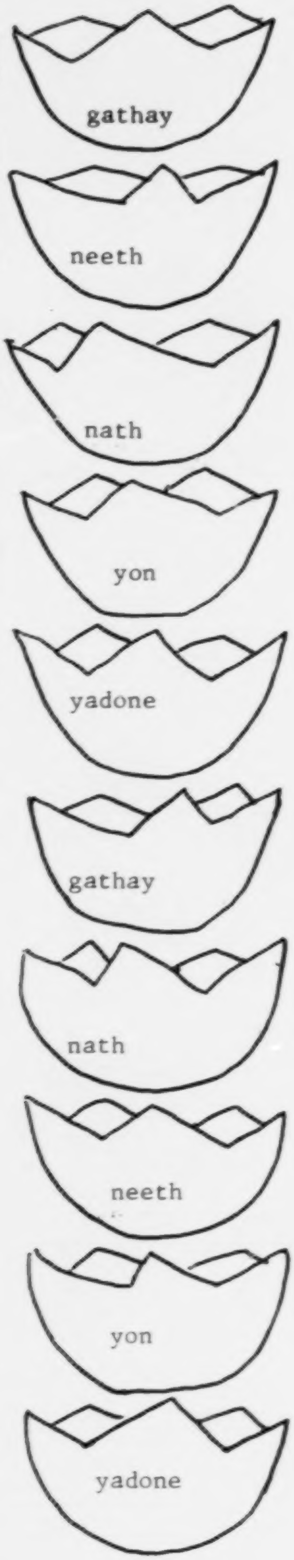






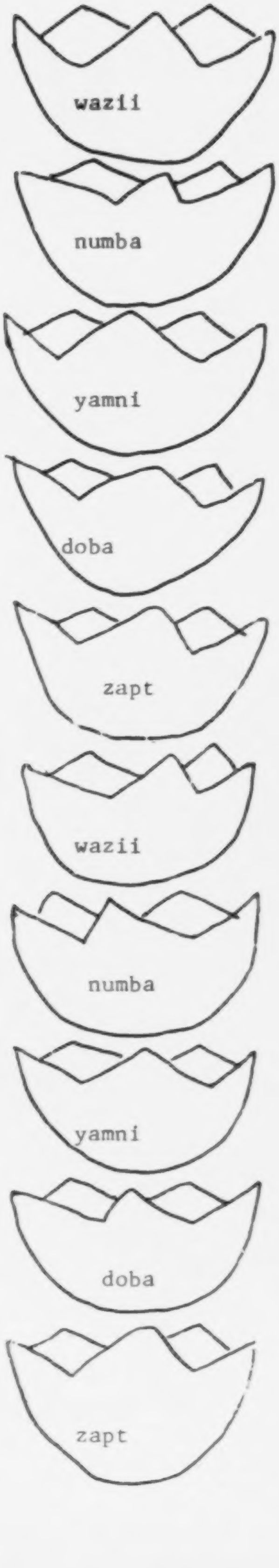





gathay
neeth
nath
yon
yadone
gathay
nath
neeth
yon
yadone

Assiniboine - Numbers

Directions: Cut out the flowers. Find two flowers with the number word that makes the sum of six. Paste them on the two stems in each pot.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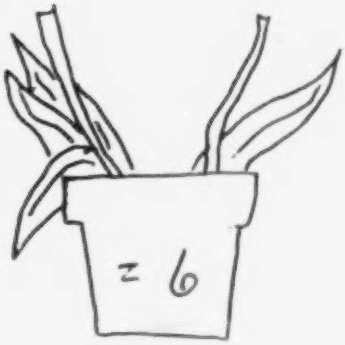
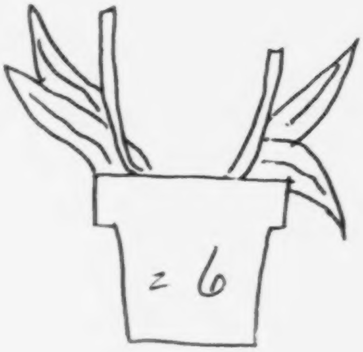
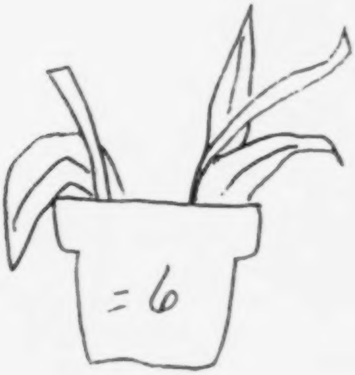
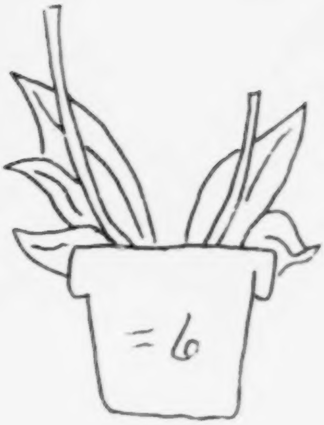
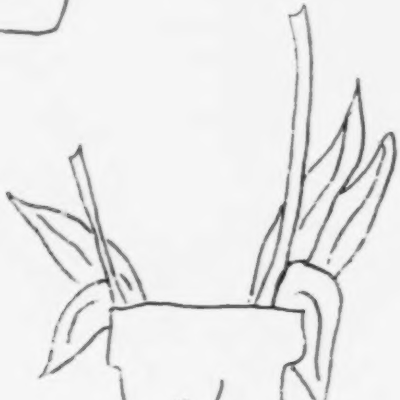




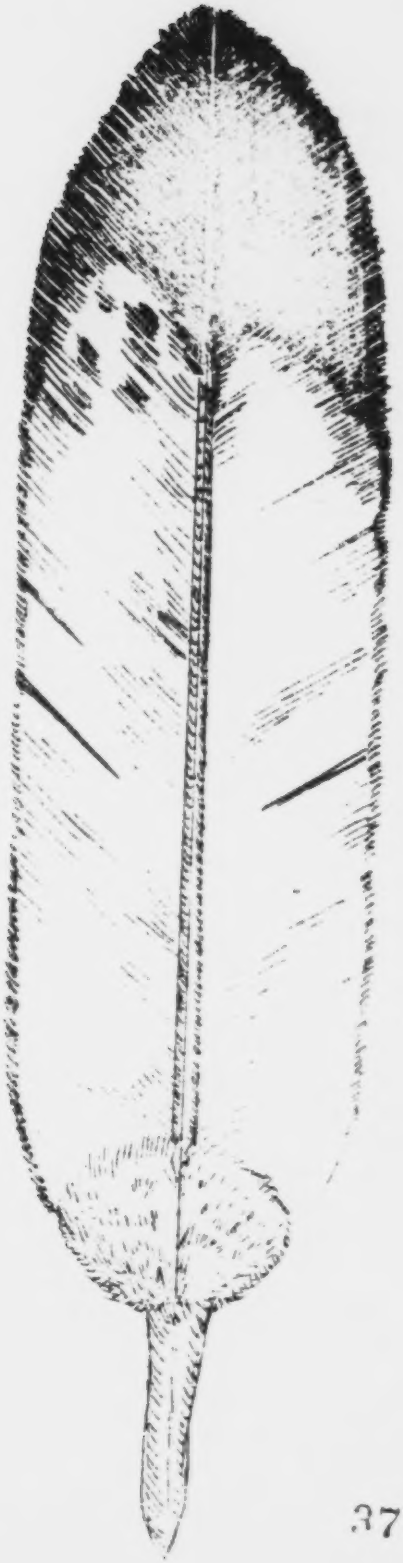


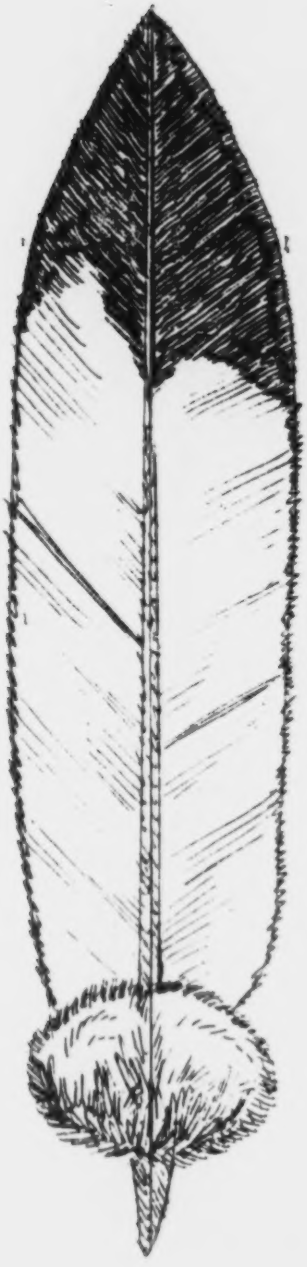


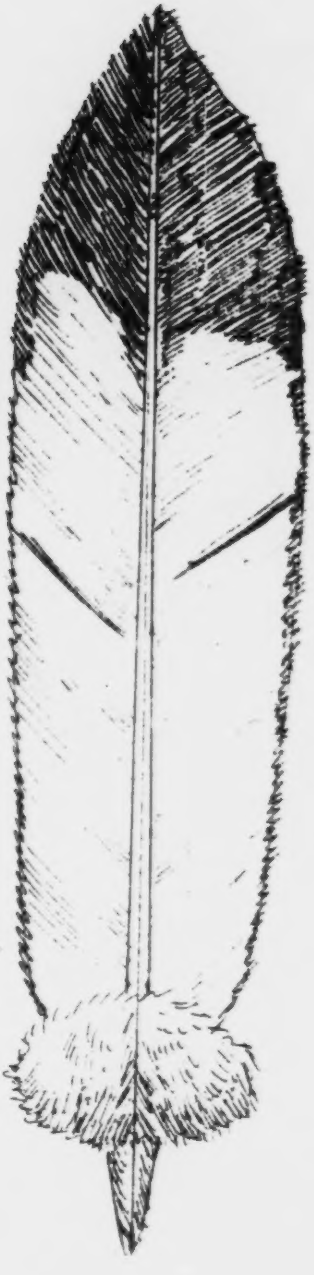


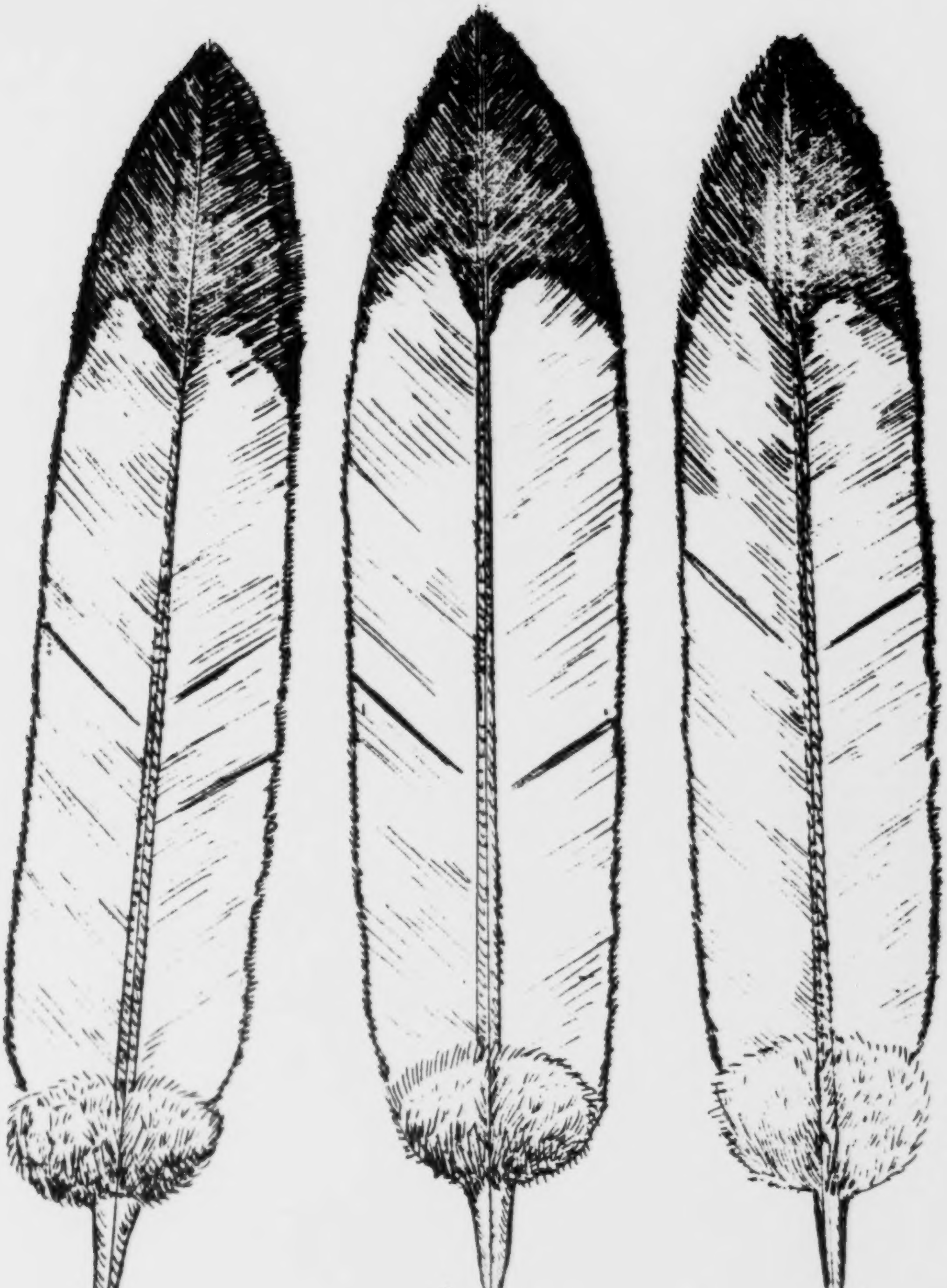
1	**2**	**3**	**4**	**5**
6	**7**	**8**	**9**	**10**

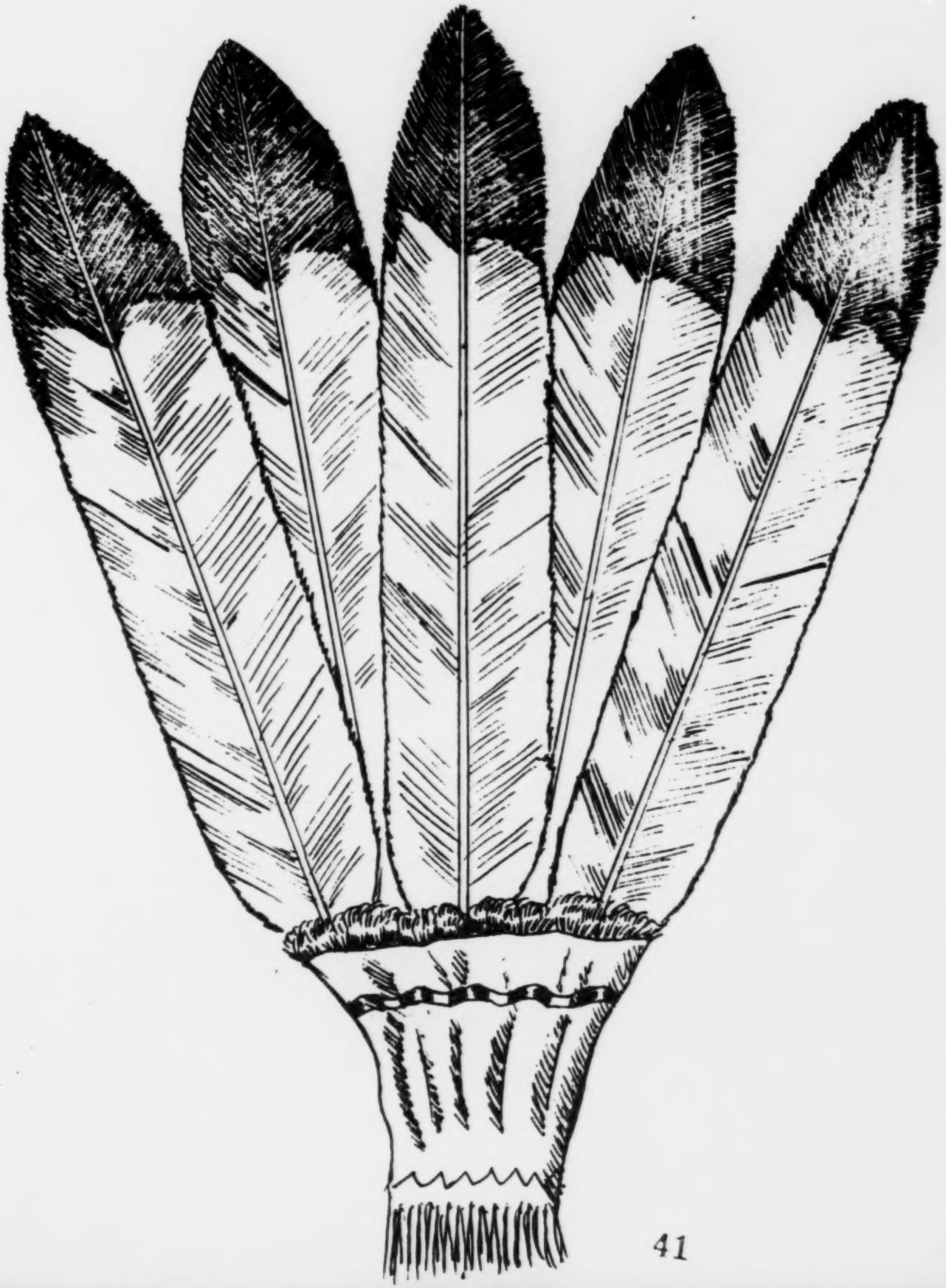
Flashcards can be reproduced to model.

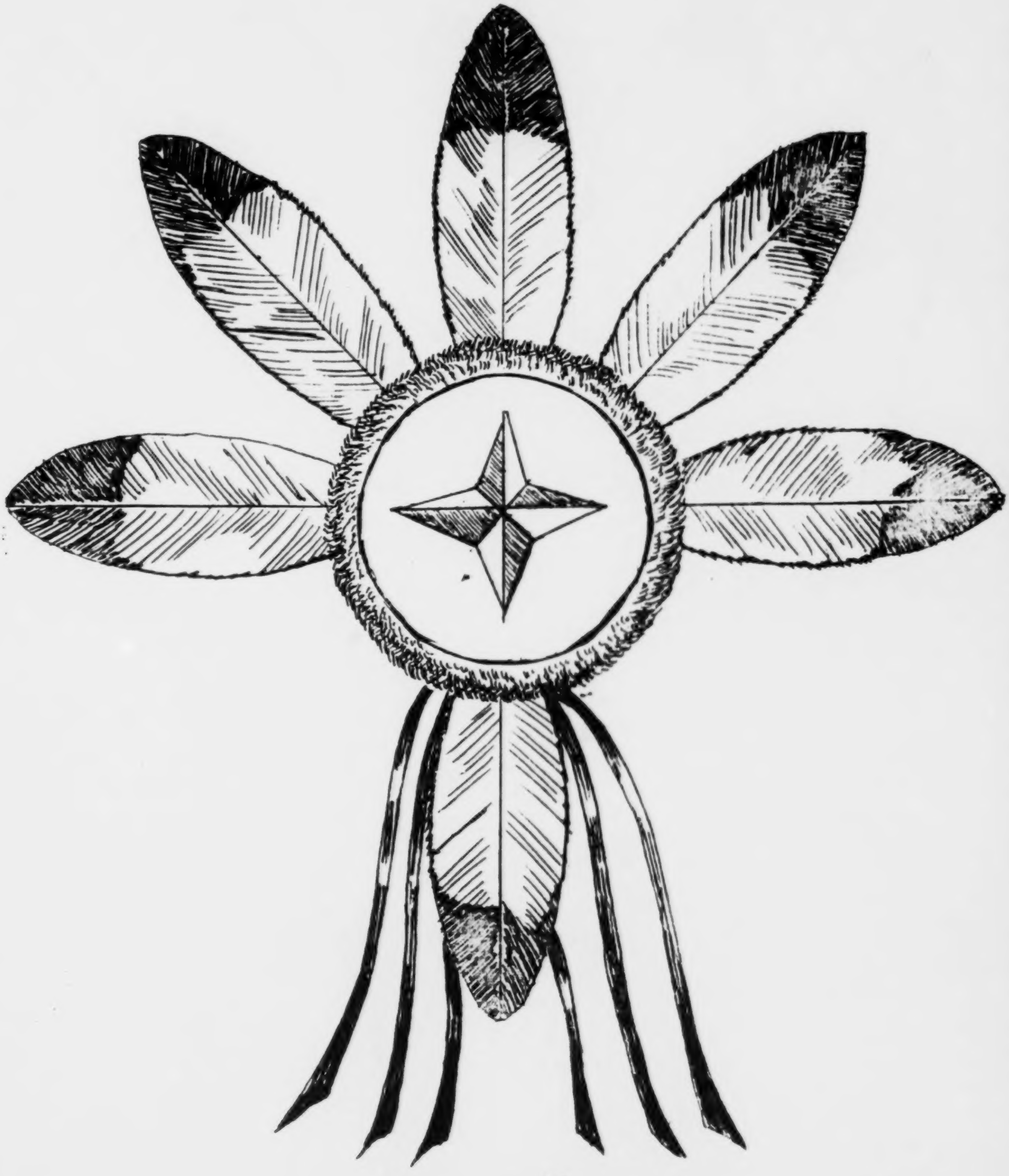


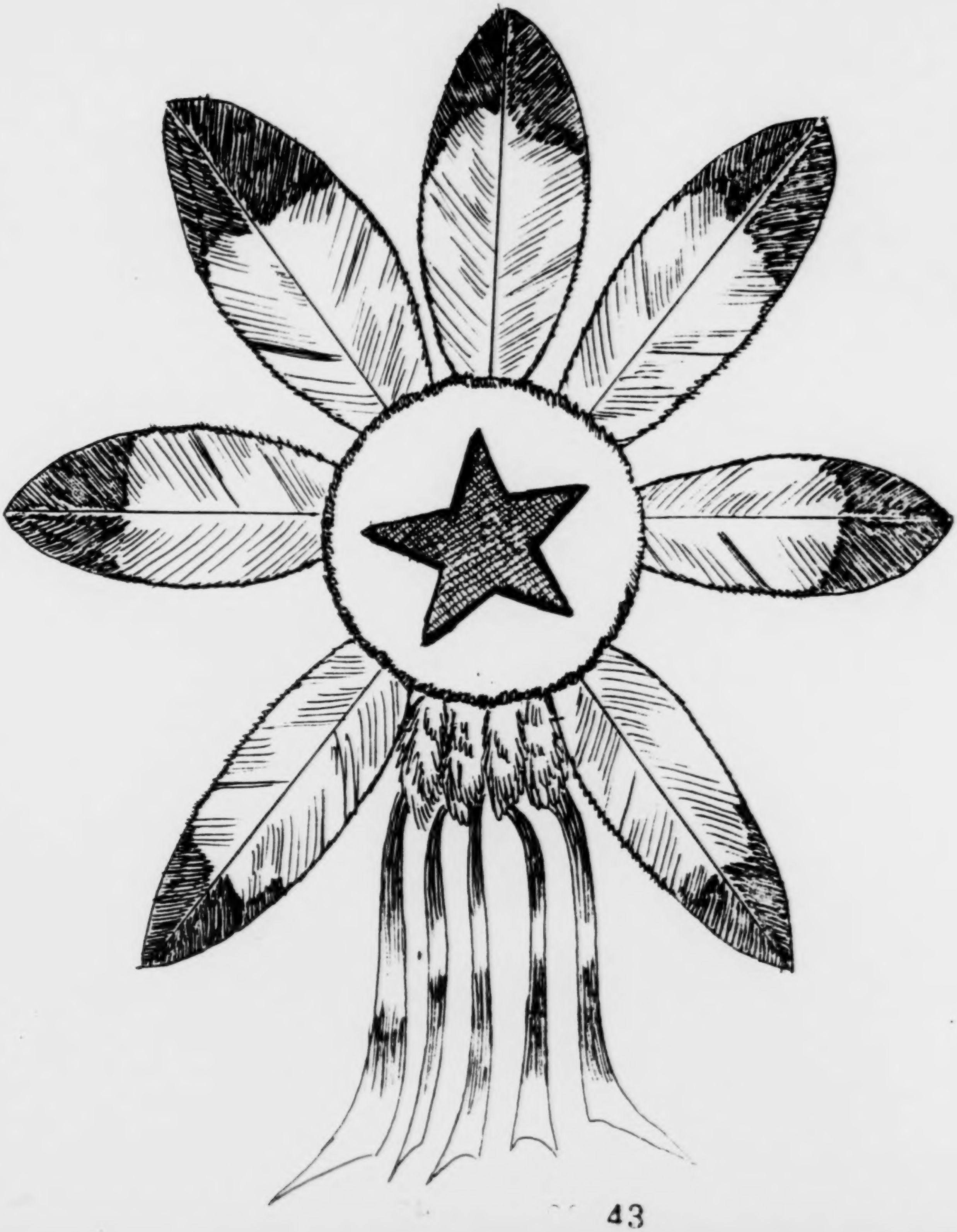


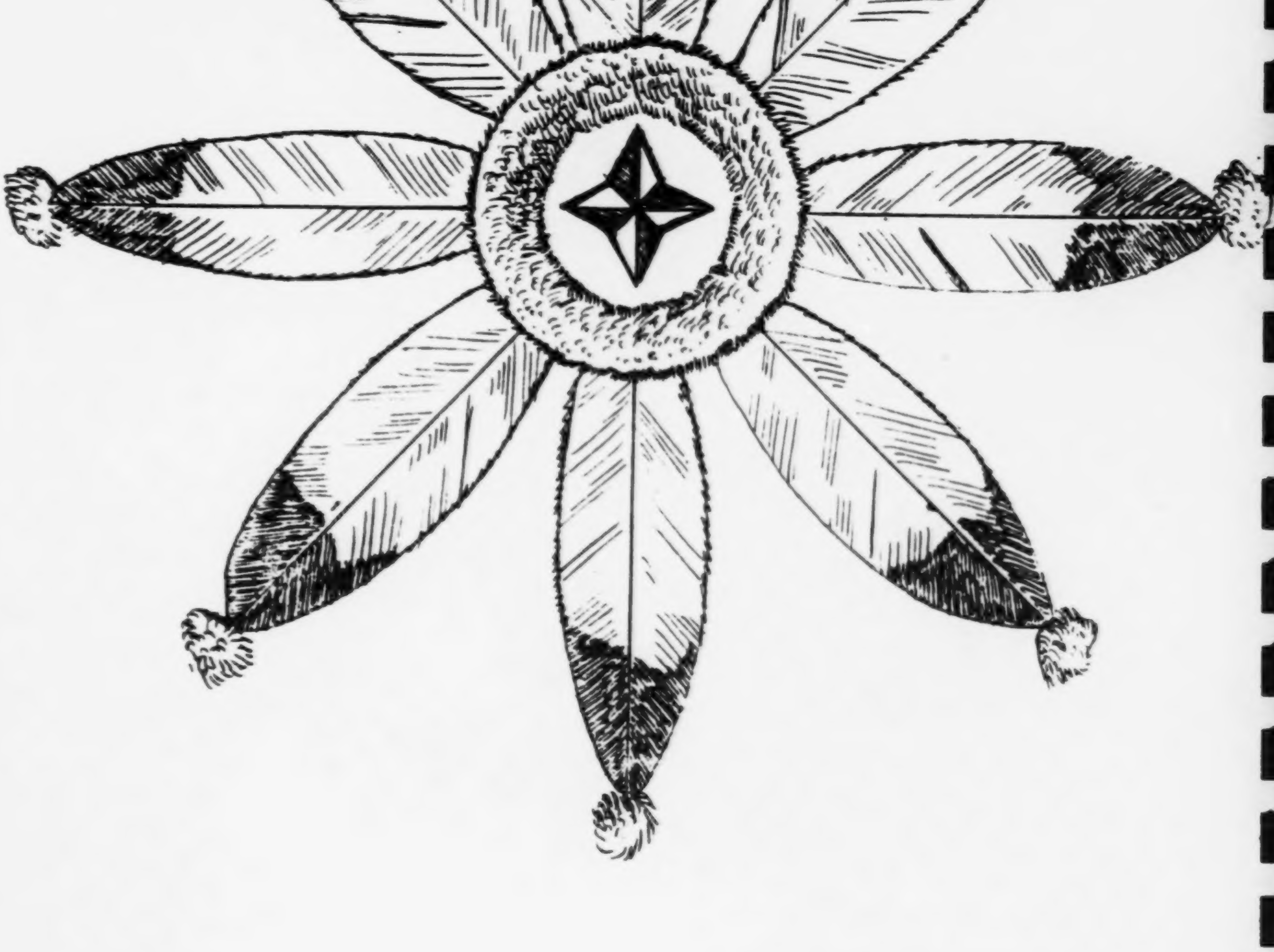


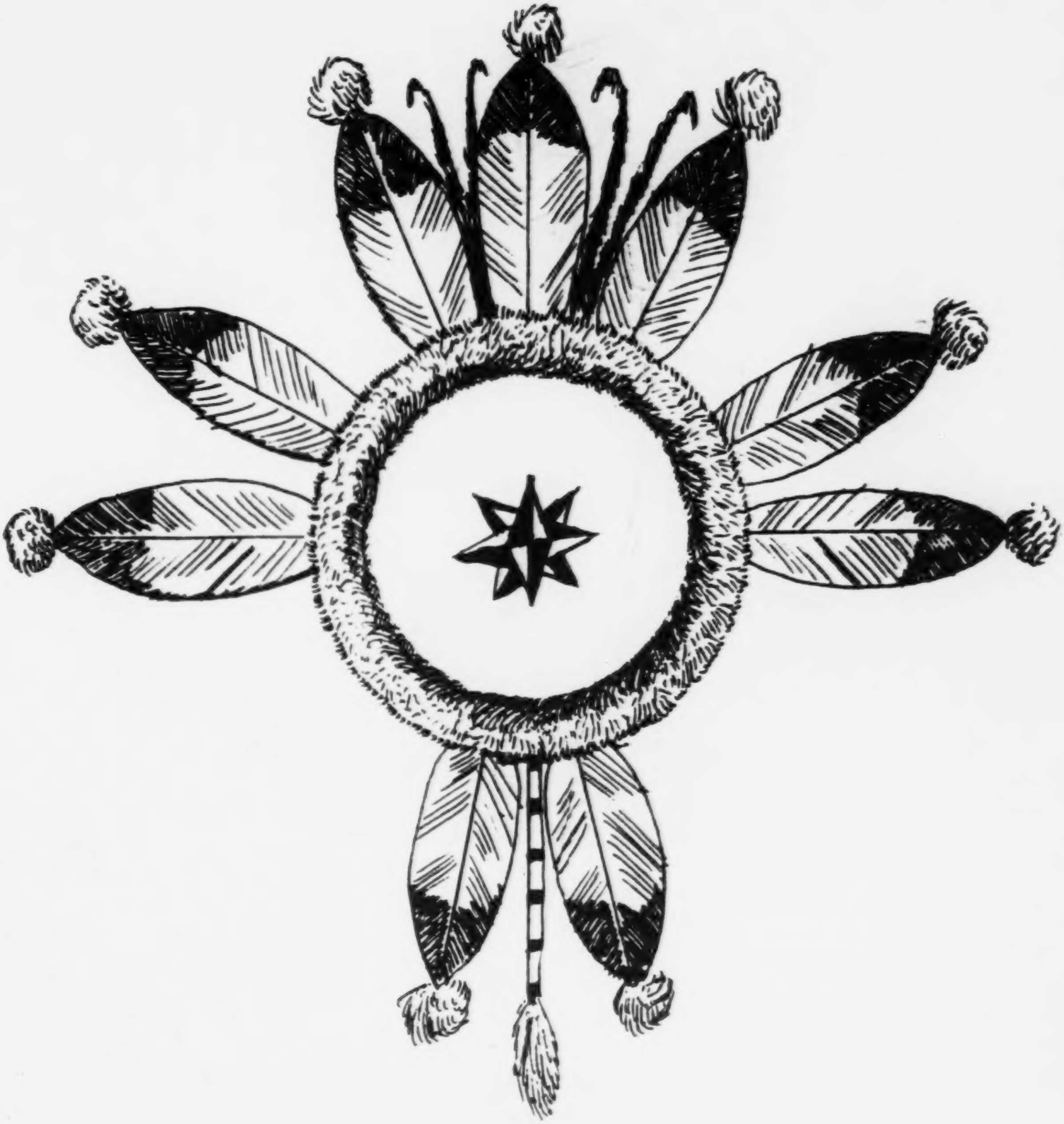












BEST COPY AVAILABLE

Paint

Paints were inorganically derived. White, red, brown, yellow and sometimes black clays were used. Mud, charcol, or gun powder produced black. Green and blue were probably obtained from copper ored from clays.

Paints were also gotten from different kinds of roots and barks. They also used berry juices.

The clays were usually baked and pounded into a powder. Before using it they mixed it with tallow.

Yellow would symbolize the sun, or daytime. Red often referred to blood and from this, life itself. Light blue would represent the sky or a body of water, while dark blue repesented the mountains or a victory. Green most often repesented vegetation. Brown usually stood for the earth or animal life. Black was often thought of as night or war. While white would represent the winter or purity.

47

Colors

Objectives

1. To be able to know the basic colors in their language.
2. To be able to say where we got the colors.
3. To be able to know what each color stood for.

Materials

1. Having the elders say the words
2. Flash cards
3. Language Master

* If the weather is nice-take the class someplace where they got clay for paint.

	Gros Ventre	Assiniboine
Blue	ganadaya	to
red	ba ah	śa
black	waetdaya	saba
white	nanatza	skana
green	ewanuthgeya	peźitoseya
brown	neehaya	zi
orange	neehaya	ɣiɣi
yellow	neehaya	ɣi

First Day of Instructions

1. Introduce the colors by saying each color and having the students repeat.
2. Concentrate on trsching just 2 colors, red and black.
3. Point to items in the classroom and have the students say which color it is in their language.
4. The older students should be able to use the colors in a sentence.
5. Have students do an activity sheet.

Second Day of Instructions

1. Review the first two colors.
2. Introduce the next two, green and blue.
3. Using the flash cards have each child say the colors.
4. Have the older students say the colors in a sentence.
5. Have students do an activity.

Third Day of Instructions

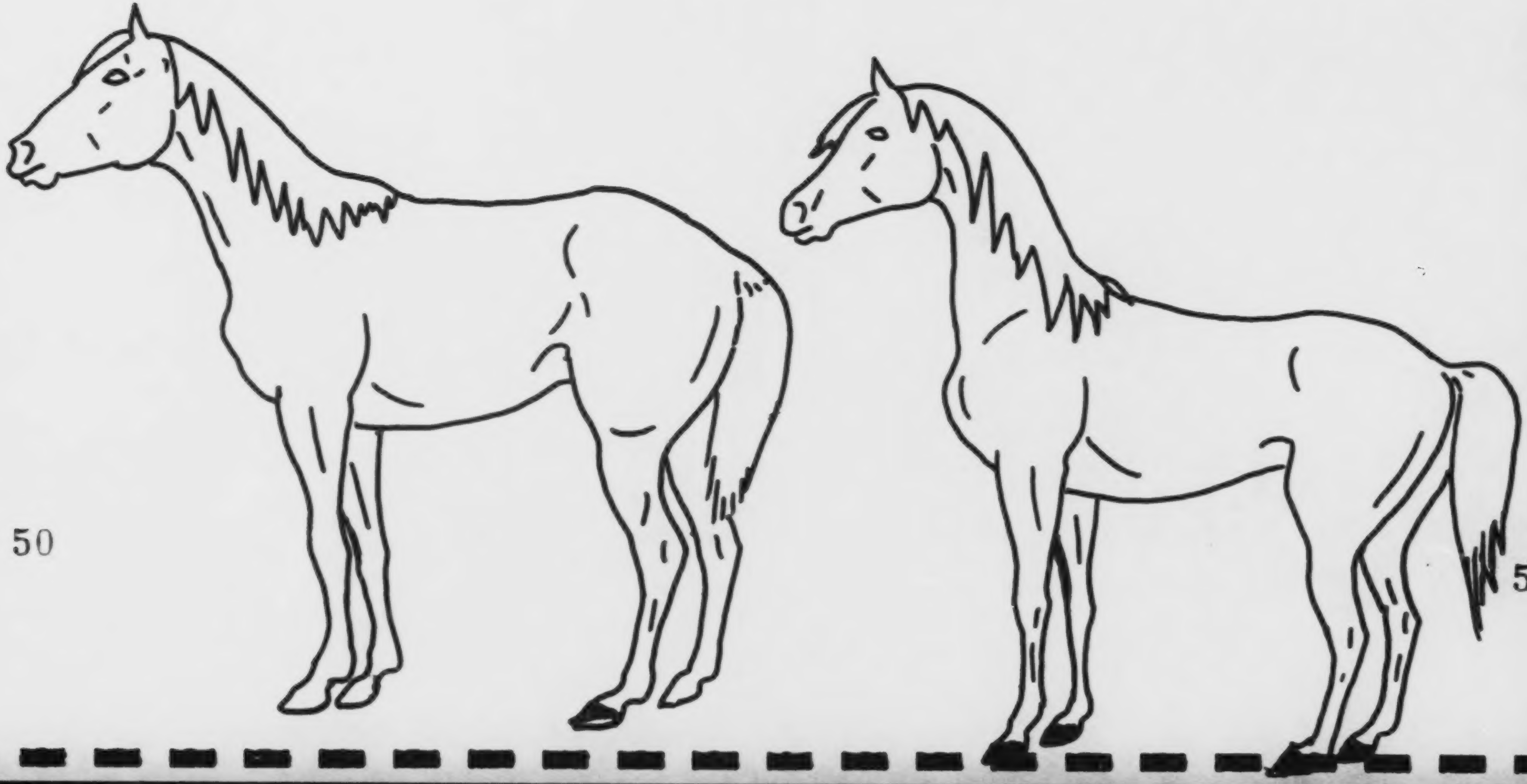
1. Review the four colors they've had previous.
2. Introduce the next four colors or two colors (In the Gros Ventre language yellow, brown and orange are all the same) yellow and white.
3. Have each child say the colors using the flash cards and the items in the classroom.
4. Have the older students use the colors in a sentence.
5. Do an activity.

Fourth Day of Instructions

1. Review all the colors
2. Introduce the remaining two colors, brown and orange
3. Play color bingo, saying the colors in their native language.

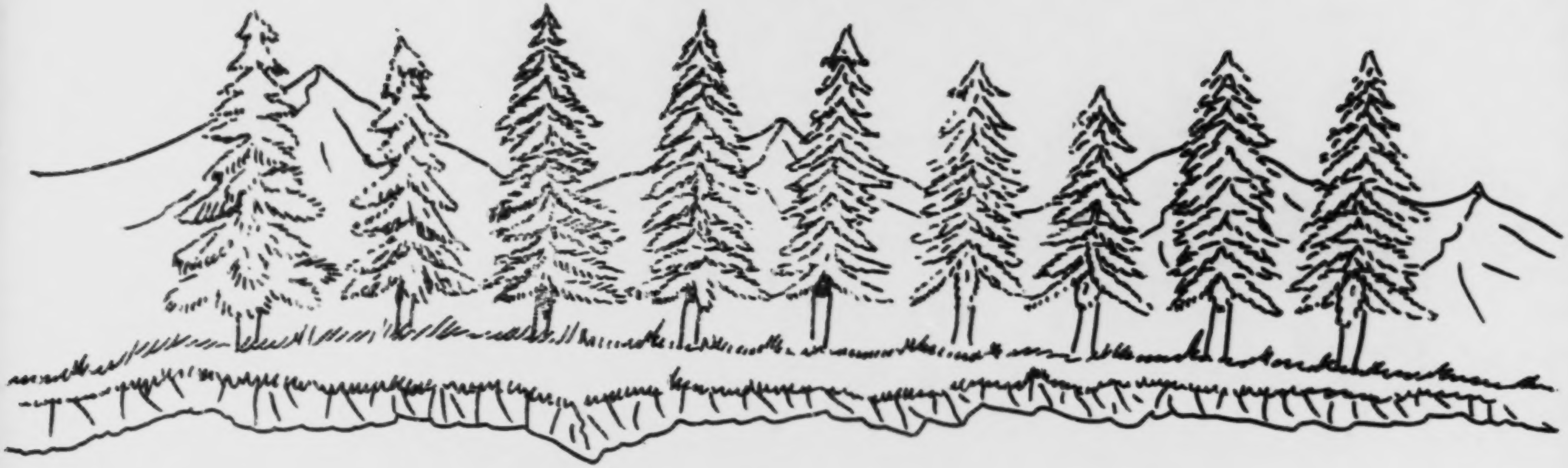
Color 1 horse black with red hair.

Color 1 horse red with black hair.



Color the trees and grass green.

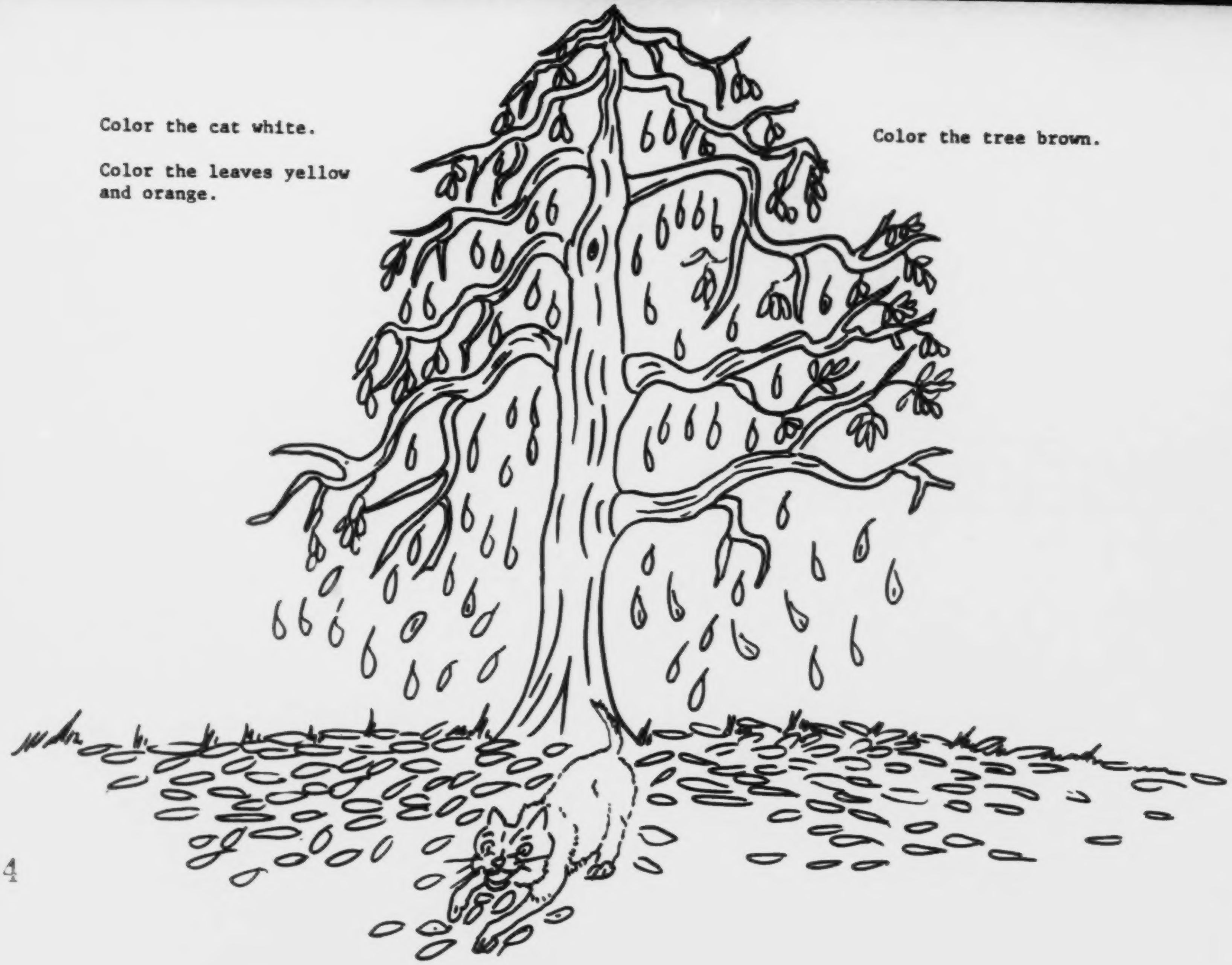
Color the water and sky blue.



Color the cat white.

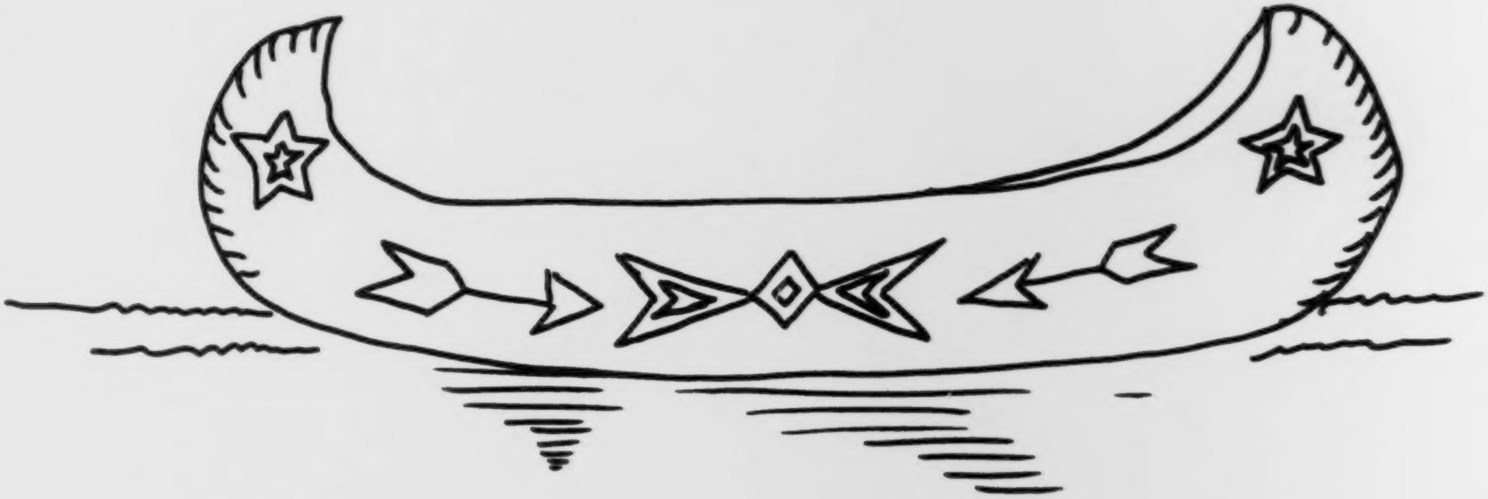
Color the leaves yellow and orange.

Color the tree brown.

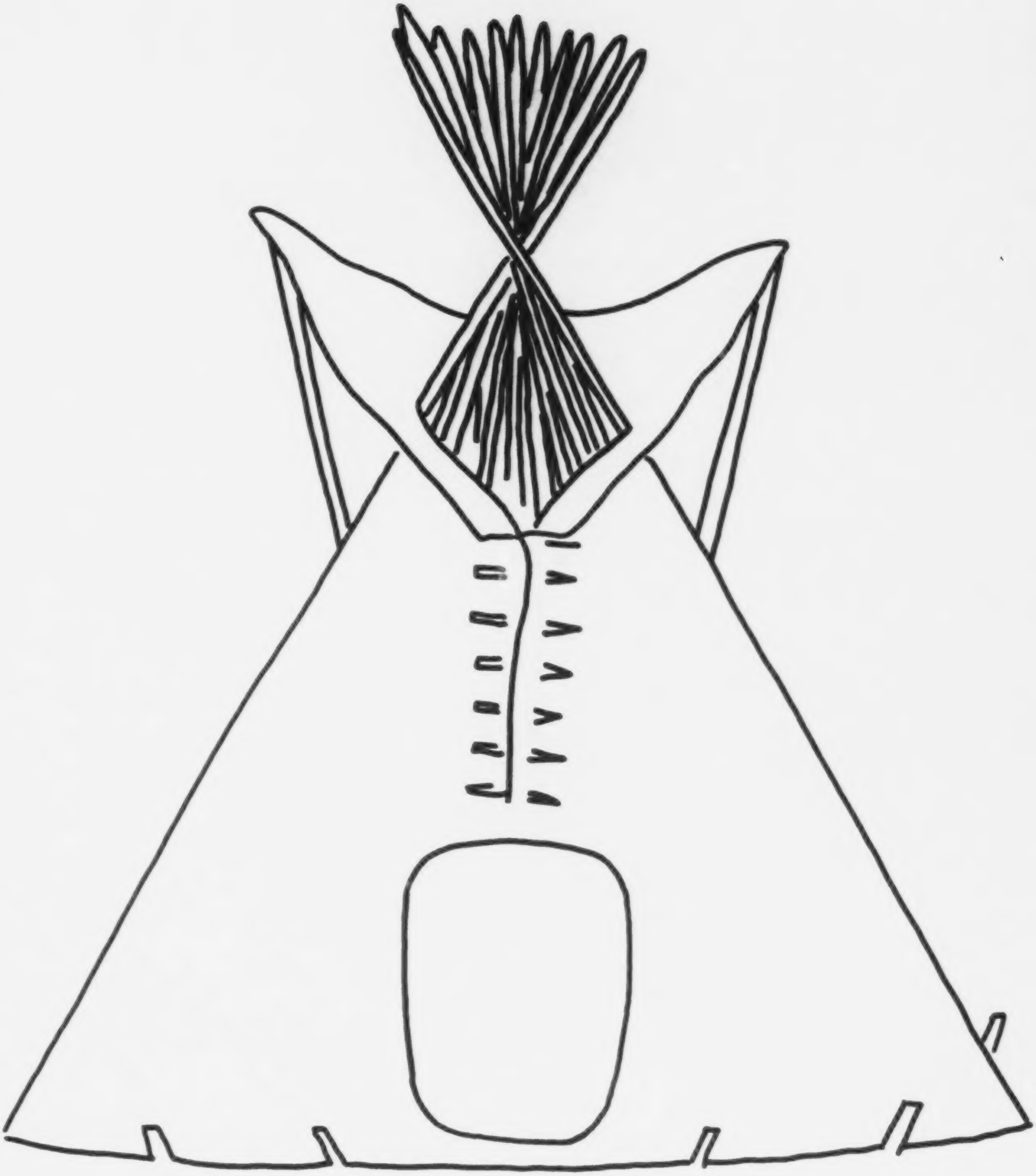


Color the canoe brown.

Color the design orange.



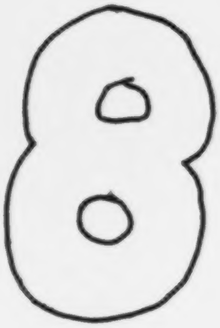
Reproduce tipis to model and color.

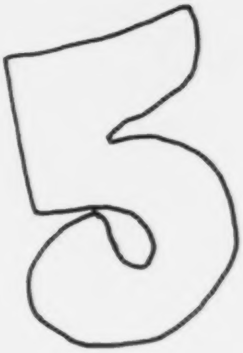


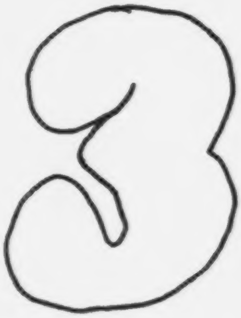
Name____ **Date**______________________________

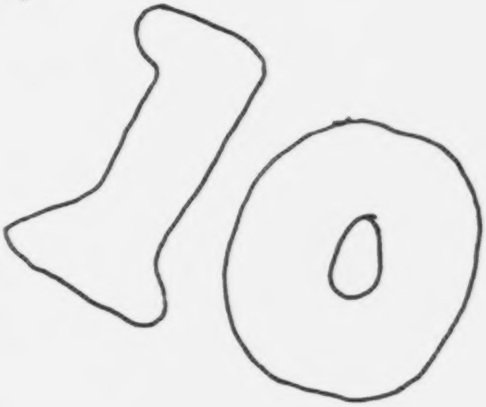
Directions:

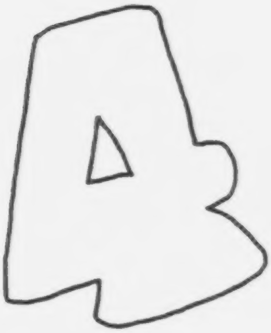
Color the	5	**Neehaya**
Color the	2	**Nanutza**
Color the	10	**Ewanuthgeya**
Color the	7	**Ba ah**
Color the	8	**Neehaya**
Color the	6	**Ganadaya**
Color the	3	**Waetdaya**
Color the	1	**Nanutza**
Color the	9	**Ewanuthgeya**
Color the	4	**Waetdaya**

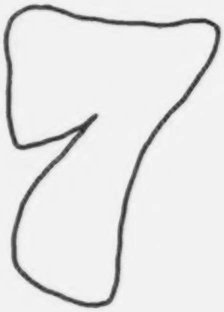


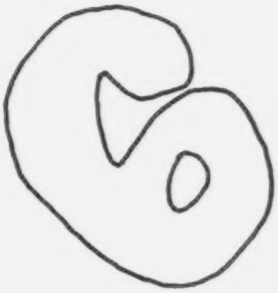


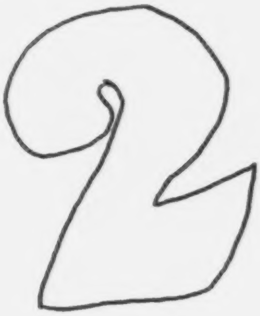


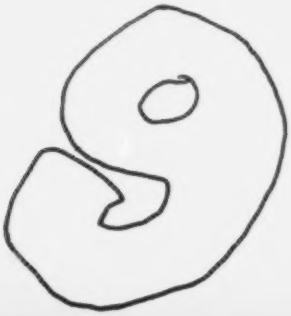


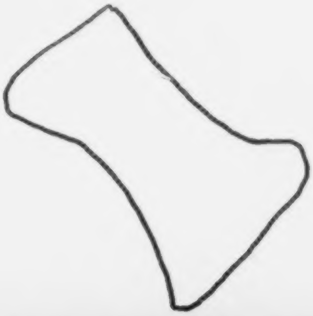


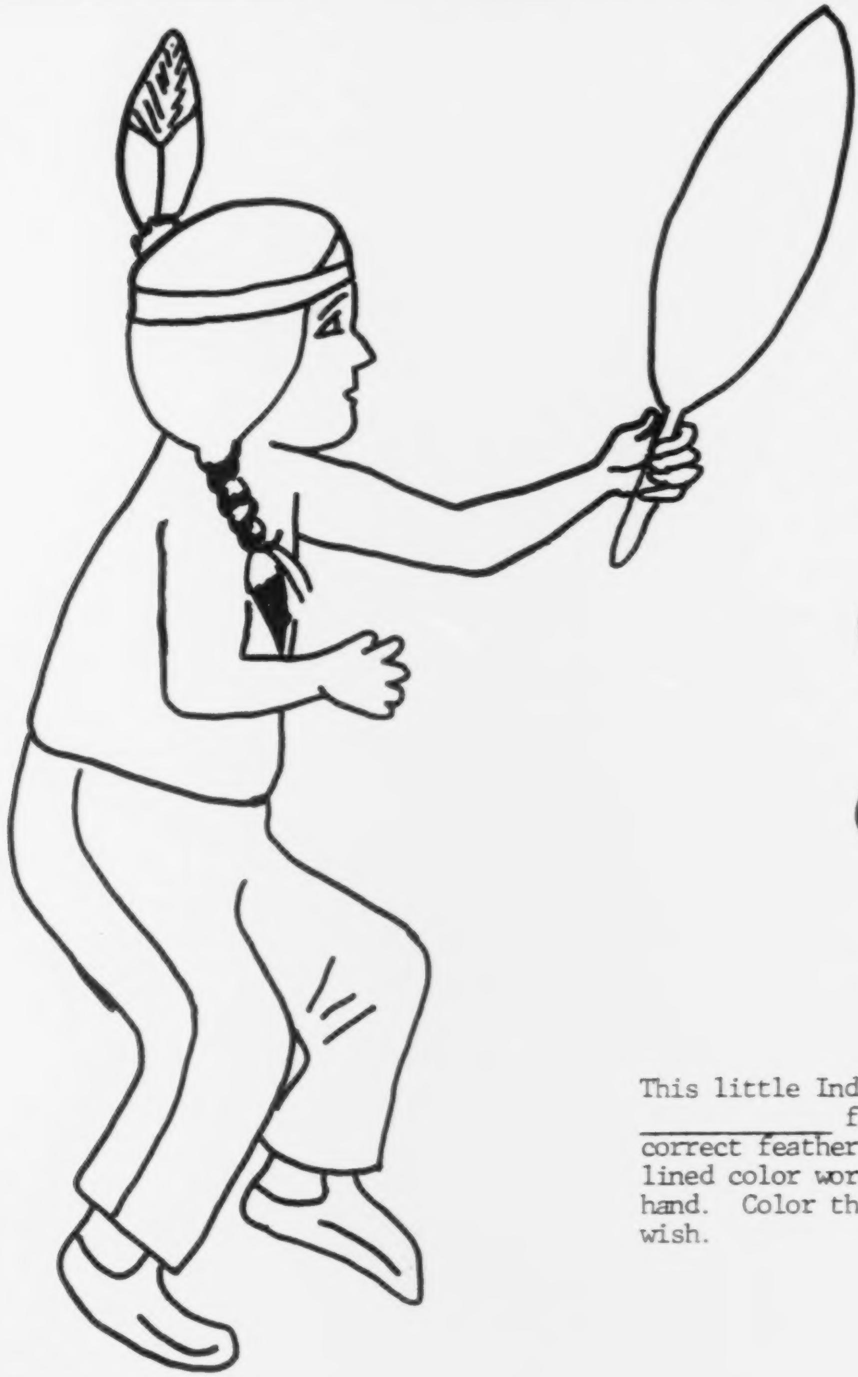


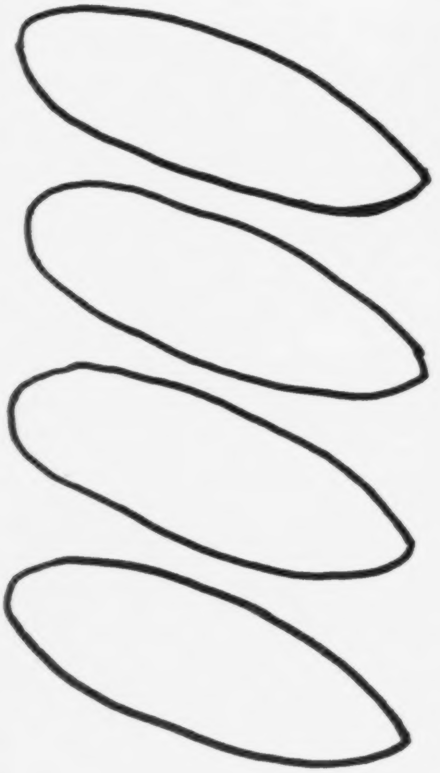










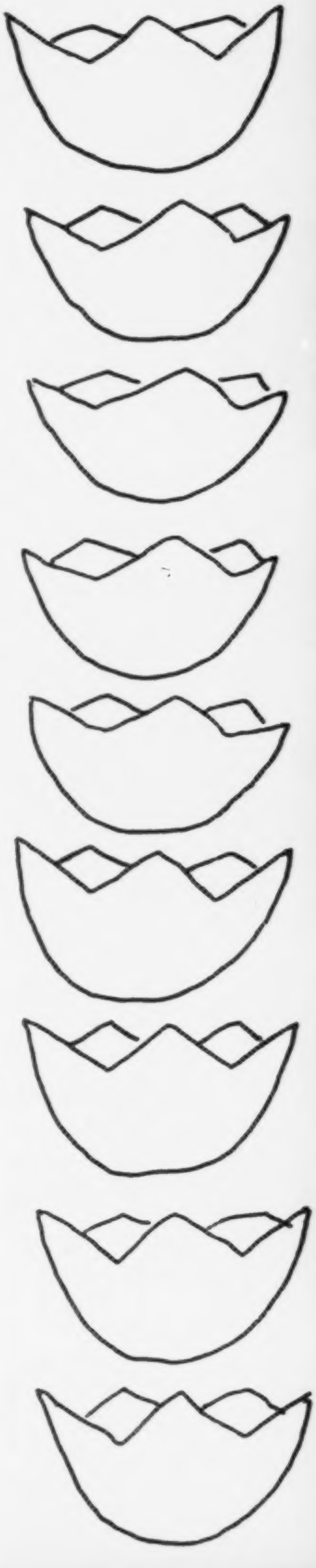


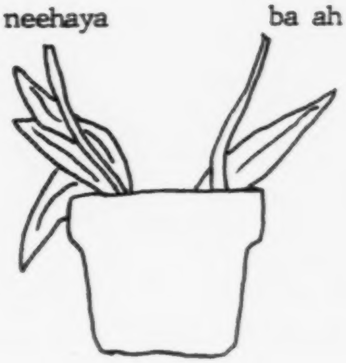
This little Indian boy is holding a ____________ feather. Cut out the correct feather which goes with the underlined color word and paste it in his hand. Color the little Indian boy as you wish.

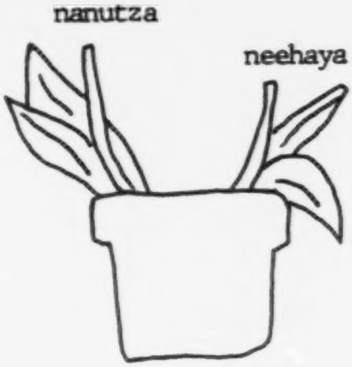
Name____________________________________Date______________________________

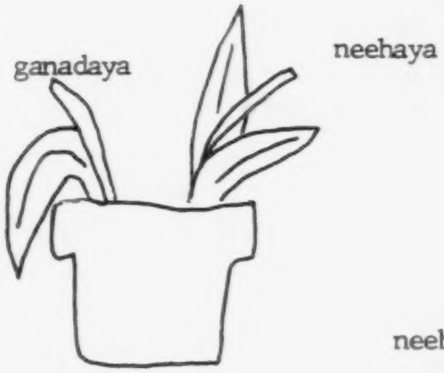
Gros Ventre Colors:

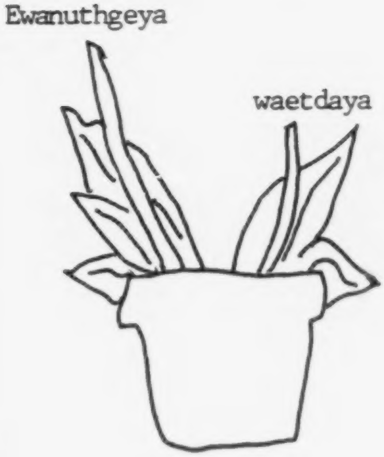
Directions: At the end of each flower stem is a color word, find the flower that you have colored at the right and paste it at the end of each answer stem it matches.

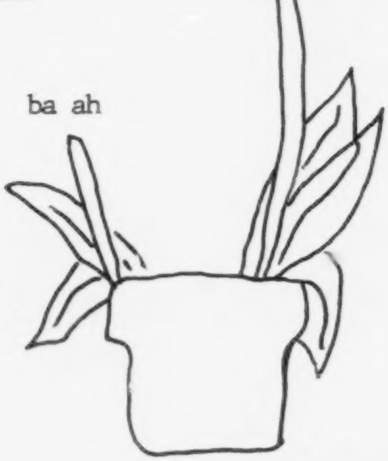



neehaya
ba ah


nanutza
neehaya


ganadaya
neehaya

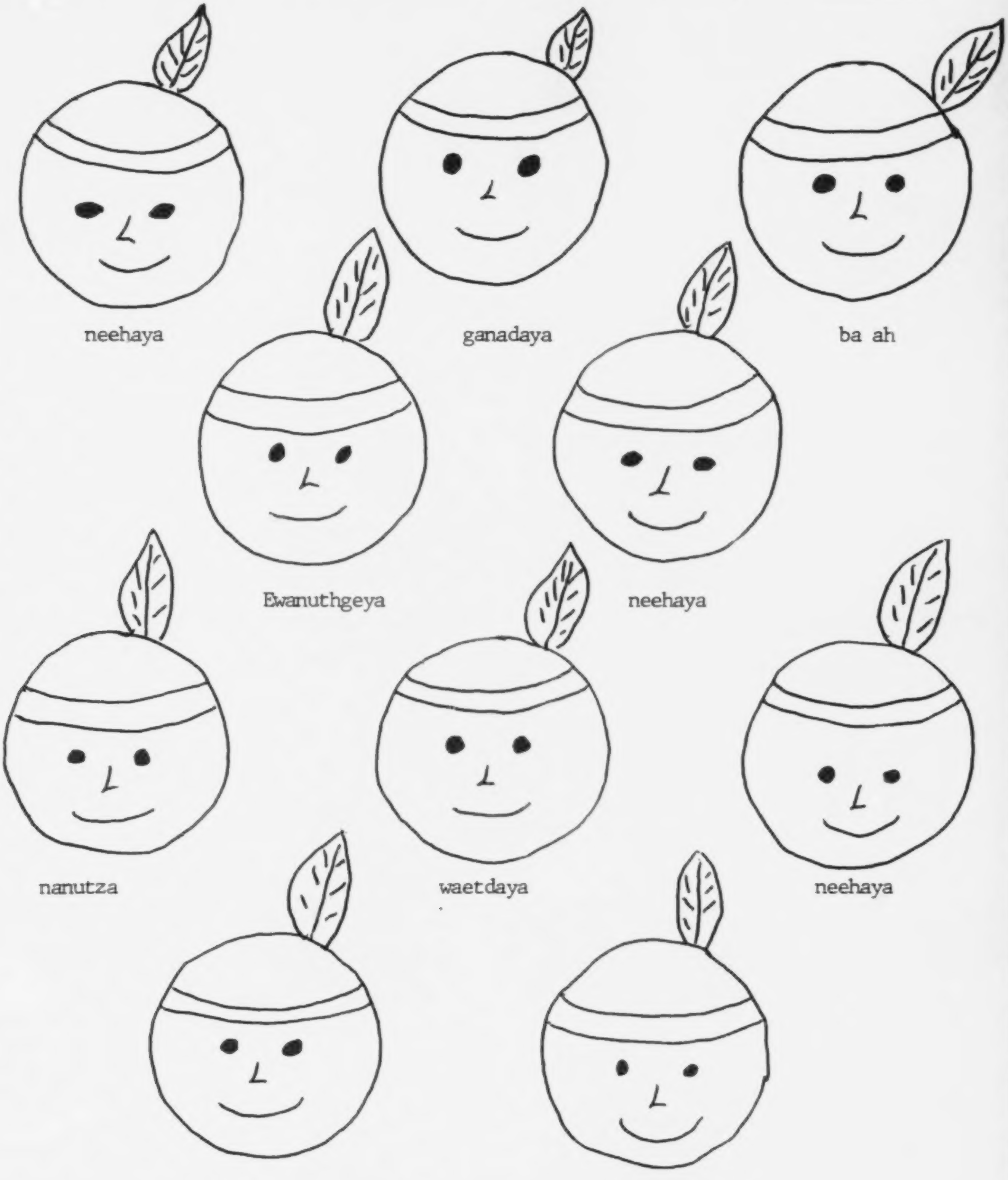

Ewanuthgeya
waetdaya


neehaya
ba ah

Name______________________________________Date______________________________

Gros Ventre Colors:

Directions: Color the little Indians faces, How many Indians do you see?________



neehaya

ganadaya

ba ah

Ewanuthgeya

neehaya

nanutza

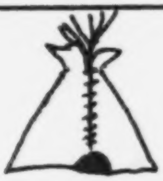
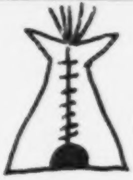
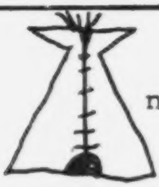
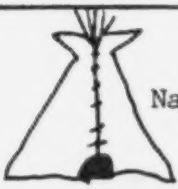
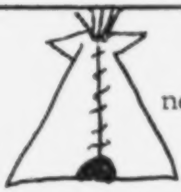
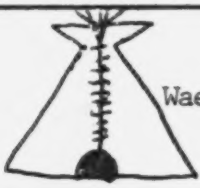
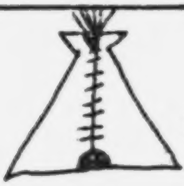
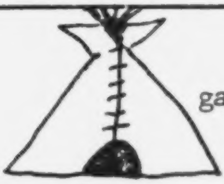
waetdaya

neehaya

ba ah

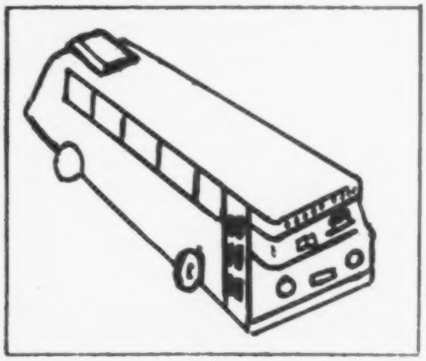
Ewanuthgeya

Name ______________________________ Date ______________________________

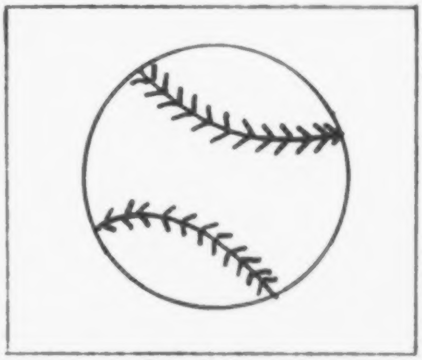
 ba ah	I will color this tipi: Red Black
 neehaya	I will color this tipi: Yellow Green
 neehaya	I will color this tipt: Blue Orange
 Nanutza	I will color this tipi: Green White
 neehaya	I will color this tipi: Orange Black
 Waetdaya	I will color this tipi: Black Yellow
 Ewanuthgeya	I will color this tipi: Black Green
 ganadaya	I will color this tipi: Blue Brown

Name ______________________________ Date ____________________19______

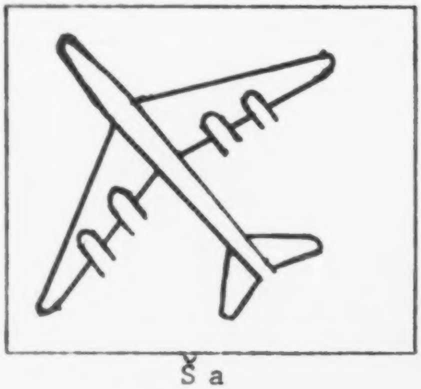
Assiniboine - Directions: Color each picture the color it says under it.



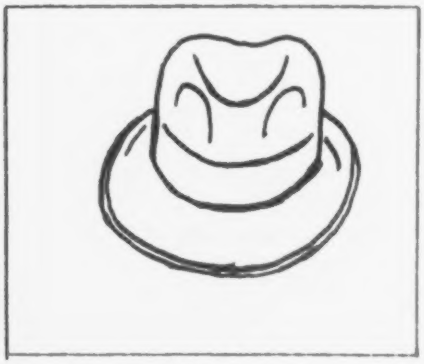
Tō



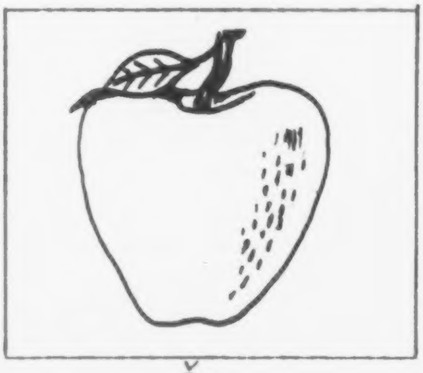
ϒiϒi



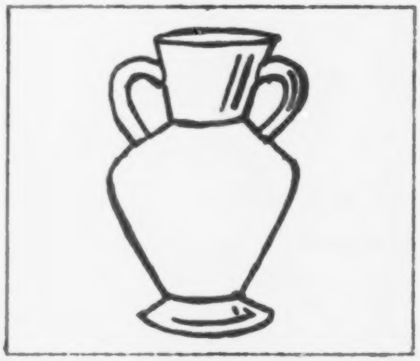
Ša



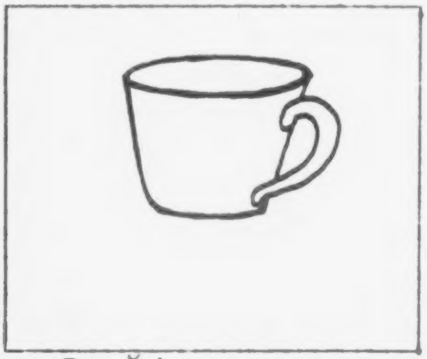
Zi



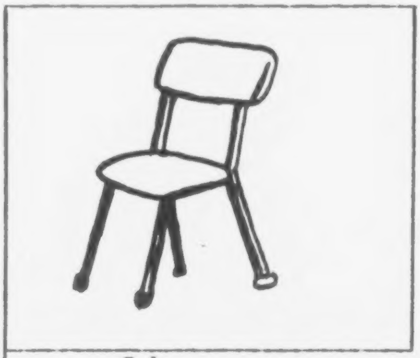
Ša



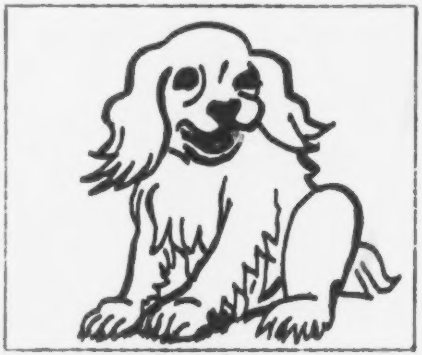
ϒi



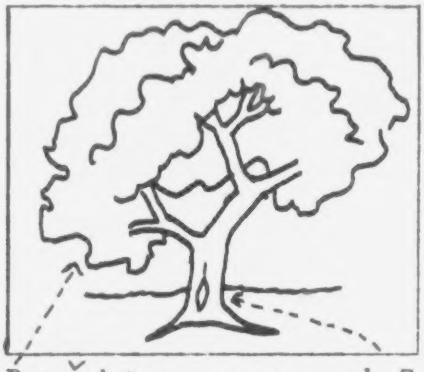
Pežitoseya



Ska - na



Sa ba



Pežitoseya and Zi

Name______________________________________ Date_______________19______

Directions: Write the English word underneath the Assiniboine color word.

ŠA	SA-BA	TŌ	ZI
__________	__________	__________	__________
PEŽITOSEYA	ϒI	SKA-NA	ϒIϒI
__________	__________	__________	__________
TŌ	ŠA	SA-BA	PEŽITOSEYA
__________	__________	__________	__________
ZI	ϒIϒI	TŌ	SKA-NA
__________	__________	__________	__________
ϒI	TŌ	ŠA	SA-BA
__________	__________	__________	__________

Name____ Date_________________19_____

Matching Exercise - Colors - Assiniboine

Directions: Match the Assiniboine color word to its correct meaning by placing the letter on the blank.

ENGLISH		ASSINIBOINE
Black	________	A. Tō
Green	________	B. Sa-ba
Yellow	________	C. ϒiϒi
Blue	________	D. Pežitoseya
White	________	E. Ska-na
Orange	________	F. Ša
Brown	________	G. ϒi
Red	________	H. Zi

Name______________________________ Date______________ 19____

Directions: Write the English word underneath the Assiniboine color word.

TŌ ŠA SKA-NA

______________ ______________ ______________

SA-BA ZI ŠA

______________ ______________ ______________

TŌ SA-BA ZI

______________ ______________ ______________

SKA-NA ŠA TŌ

______________ ______________ ______________

A. Tō

B. Pežitoseya

C. Ska-na

D. Ša

E. ϒi

F. ϒiϒi

G. Zi

H. Să-bă

Name ____ Date ____________ 19 ___

RECOGNIZING COLORS - In the Gros-Ventre and Assiniboine Language

Directions: From the list of color words select the correct color word and place the letter beside it on the blank.

1. The color of the sky is __________________.

2. A shiny _________________ apple.

3. A penguin is ________________ and _______________.

4. The grass was a beautiful ____________________ color.

5. The color of wood is usually ___________________.

6. The color of a lemon is ___________________.

7. A kind of fruit that is juicy and sweet, can you tell me the color?

____

What is your favorite color? ______________________________________

Name____ Date______________19____

RECOGNIZING COLORS - In the Assiniboine Language

Directions: Beside each color paste the correct color in the square.

S a		Pezitoseya	
i i		Sa ba	
Pezitoseya		S a	
Z i		i i	
T o		Z i	
Sa ba		i	
i		T o	
Ska na			

Name____ Date ______________19______

Directions: By each Color word put the corresponding color by each word.

ŠA -----

PEŽITOSEYA -----

ƔIƔI -----

TŌ -----

SKA-NA -----

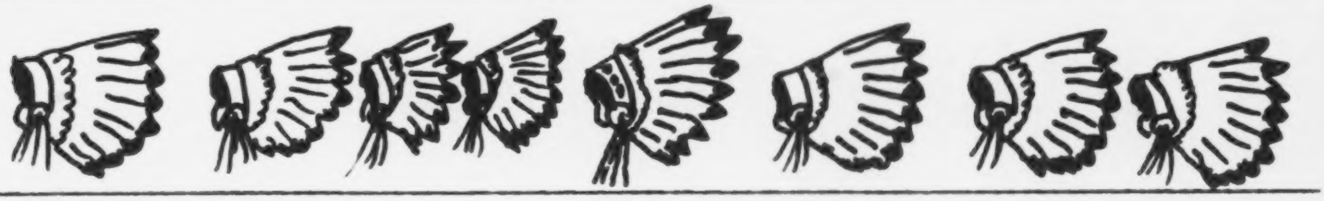
SA-BA -----

ƔI -----

ZI -----

NAME: ______________________________ Date ______________ 19 ______

ASSINIBOINE - Circle the correct word.



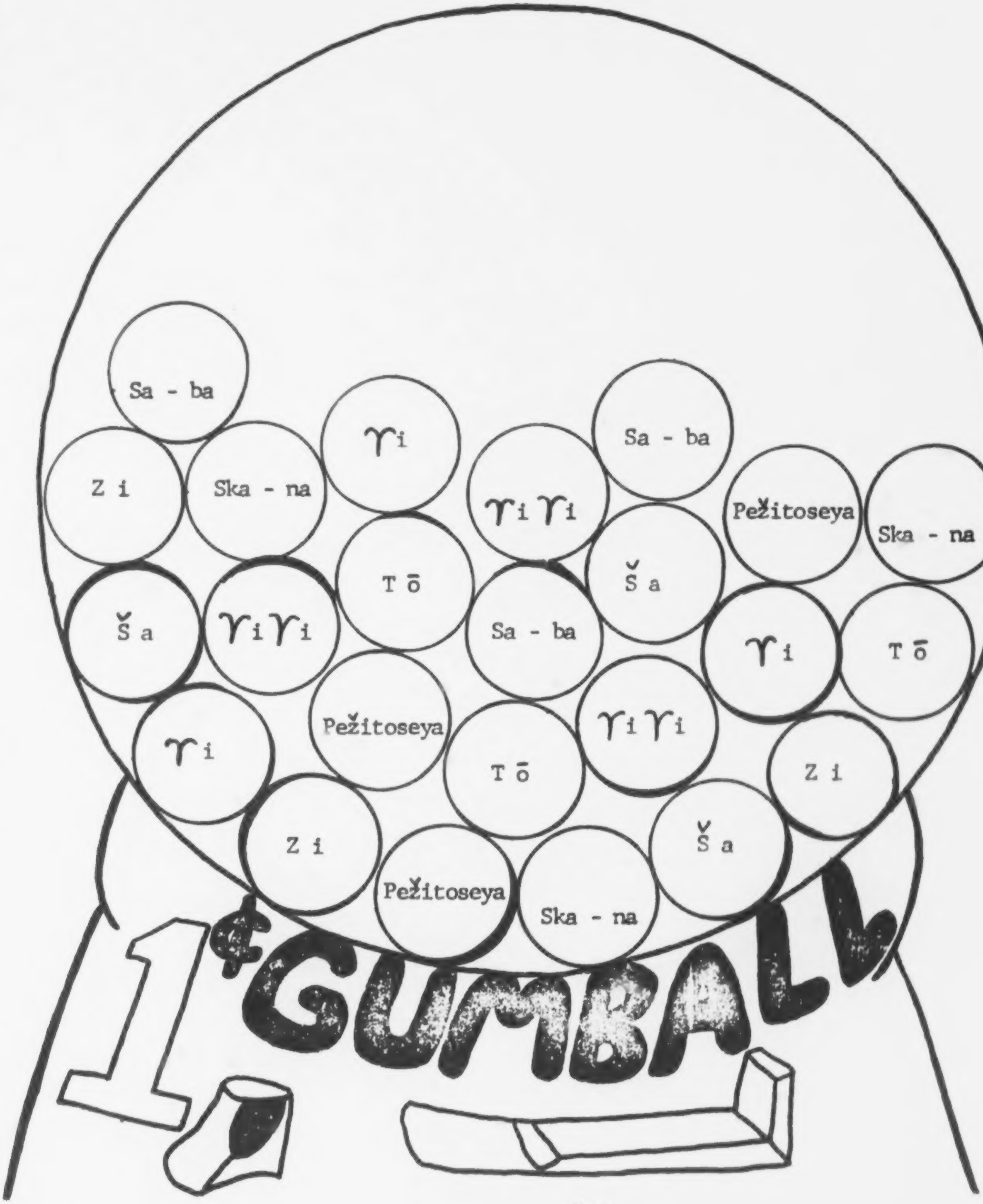
The first warbonnet is:	Tō Pežitoseya Ša
The second warbonnet is:	Zi Tō Pežitoseya
The third warbonnet is:	ϒiϒi Ska-na Zi
The fourth warbonnet is:	ϒi Zi Să-bă
The fifth warbonnet is:	Ša Zi Tō
The sixth warbonnet is:	Tō ϒiϒi Skă-nă
The seventh warbonnet is:	Ša Zi i
The eighth warbonnet is:	Sa-ba Ska-na Ša

Name:____ Date________________19____

ASSINIBOINE - (8) Colors

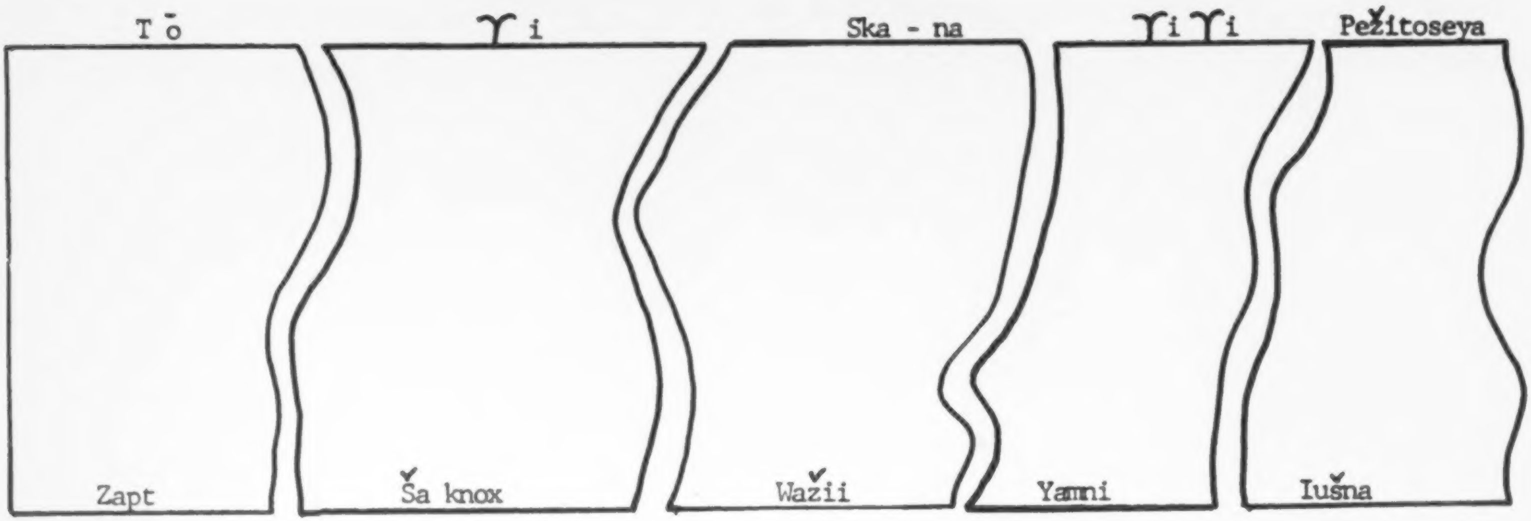
Directions: Color the gumballs as marked in the gumball machine.

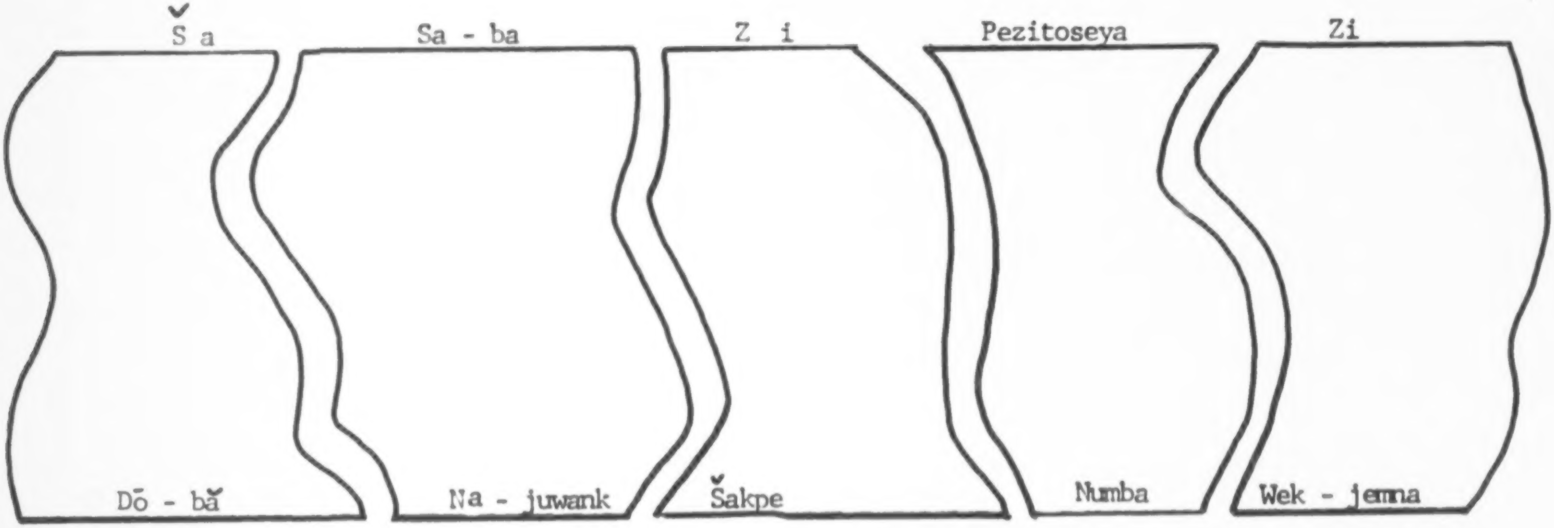
How many gumballs are in the gumball machine? ____________.


Sa - ba
ɣi
Sa - ba
Z i
Ska - na
ɣi ɣi
Pežitoseya
Ska - na
T ō
Š a
Š a
ɣi ɣi
Sa - ba
ɣi
T ō
ɣi
Pežitoseya
ɣi ɣi
T ō
Z i
Z i
Š a
Pežitoseya
Ska - na
1¢ GUMBALL

Directions: In each square draw the number of circles that the number calls for, also color each square the color that is written at the top of the square.

Name: ____________________

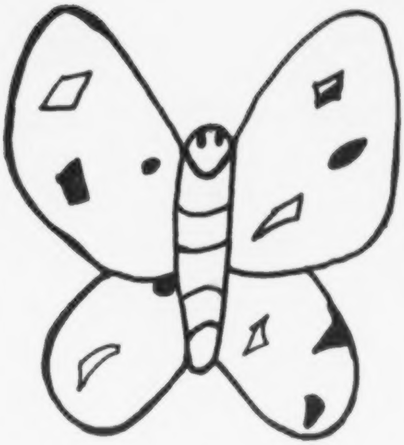

T ō
ϒ i
Ska - na
ϒi ϒi
Pežitoseya
Zapt
Ša knox
Wažii
Yamni
Iušna


Š a
Sa - ba
Z i
Pezitoseya
Zi
Dō - bă
Na - juwank
Šakpe
Numba
Wek - jemna

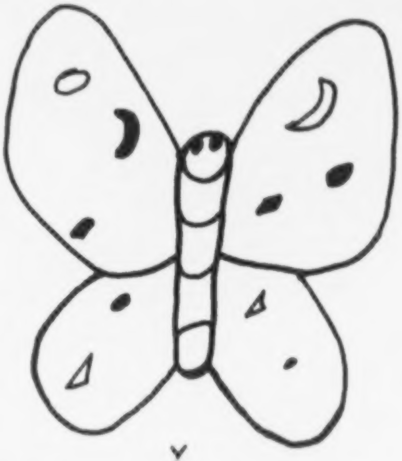
Name ______________________________ Date ____________________19______

Color the Butterflies as marked. Assiniboine - 8 - colors.

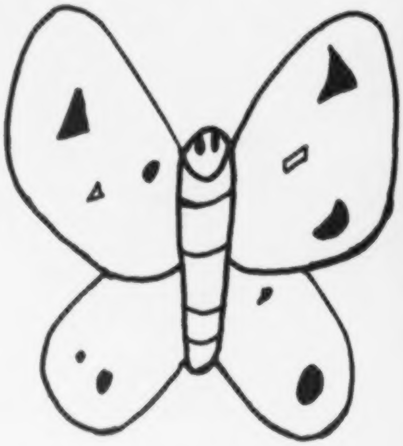
Tō



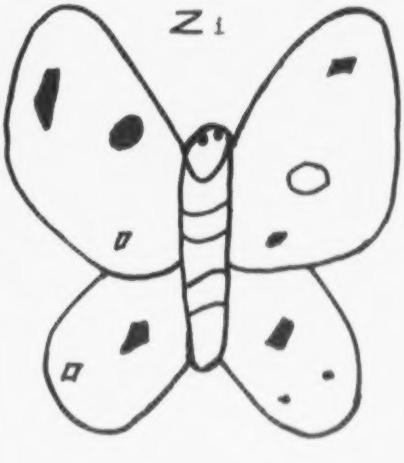
ɣi



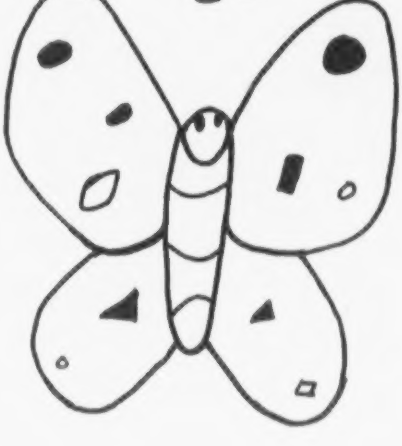
Sa-ba



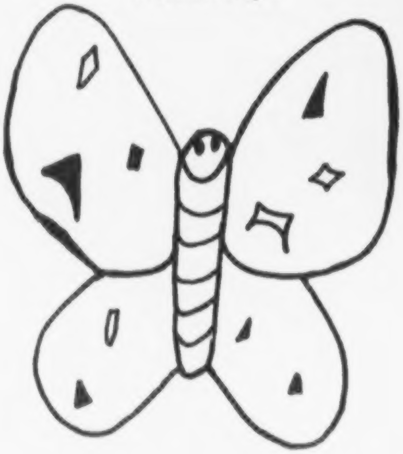
Zi



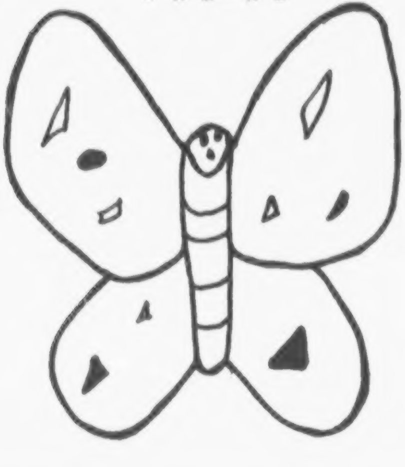
Ša



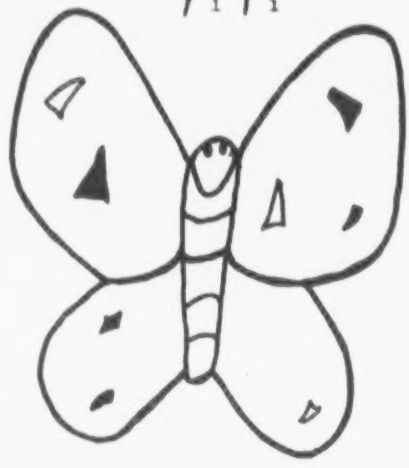
Pežitoseya



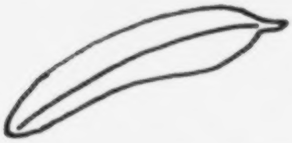
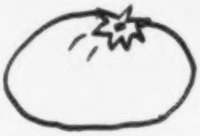
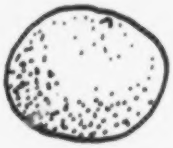
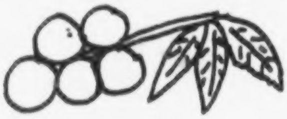
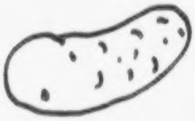
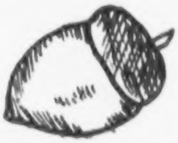
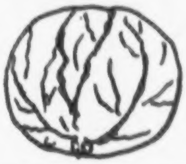
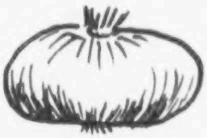
Ska-na



ɣiɣi



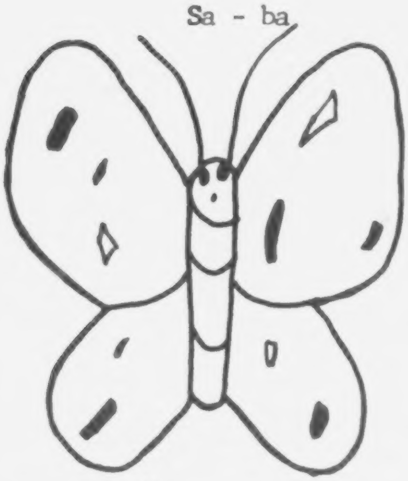
Name______________________________ Date________________19____

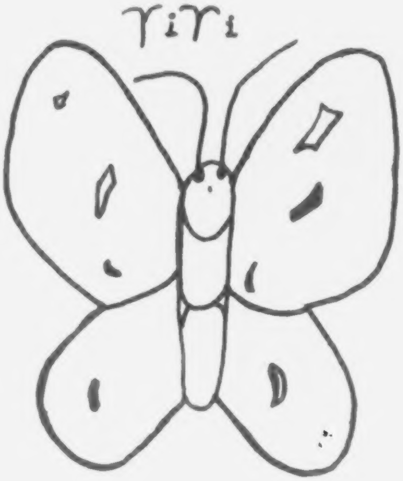
	γi	I will color this banana: WHITE YELLOW
	Ša	I will color this tomato: BLUE RED
	γiγi	I will color this orange: BLACK ORANGE
	Sa-ba	I will color these berries: BROWN BLACK
	Tō	I will color this potato: YELLOW BLUE
	Zi	I will color this acorn: WHITE BROWN
	Pežitoseya	I will color this cabaage: RED GREEN
	Ska-na	I will color this onion: WHITE BROWN

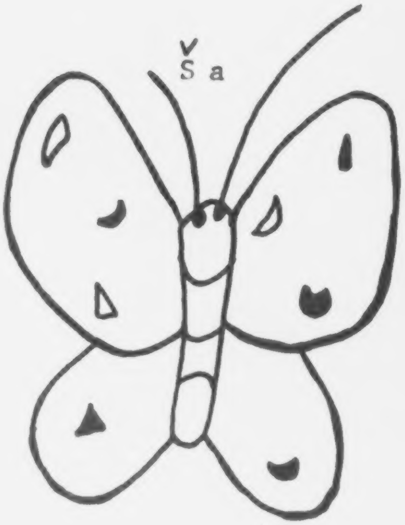
Name__________________________________ Date____________________19_____

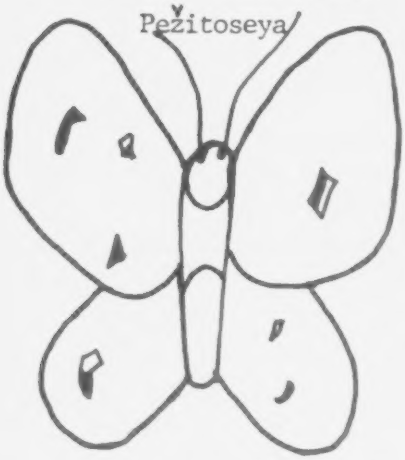
ASSINIBOINE - 5 Colors

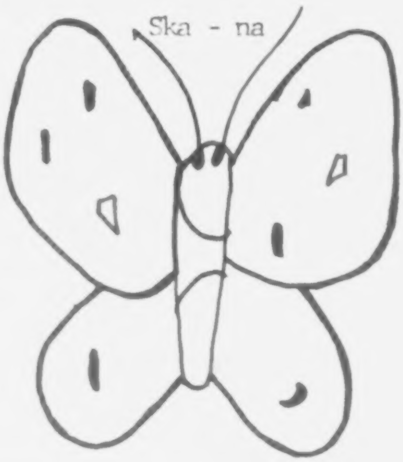
Directions: Color the Butterflies as marked.

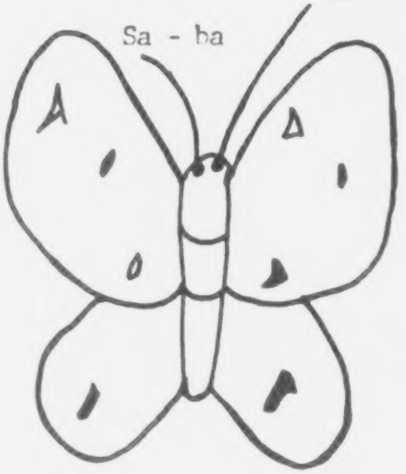


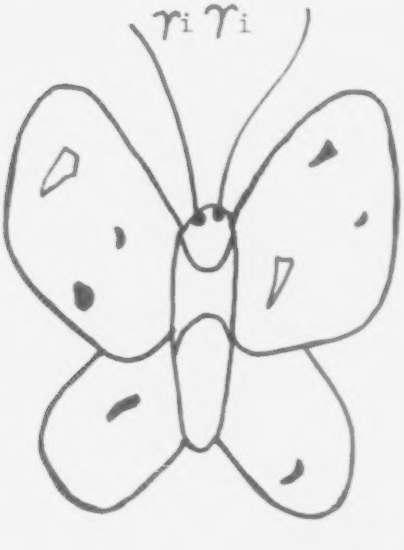


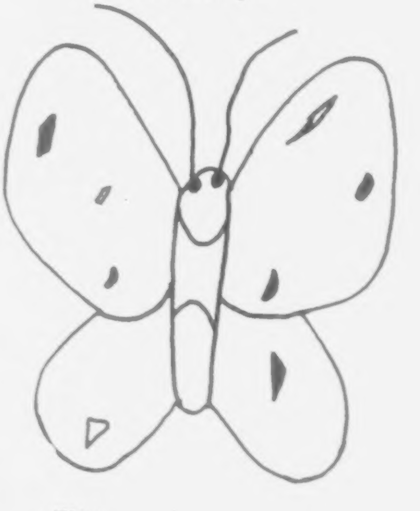



Pežitoseya



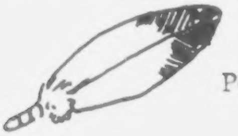
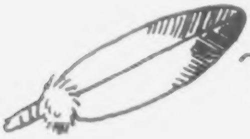




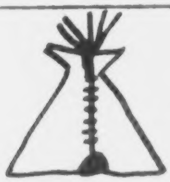
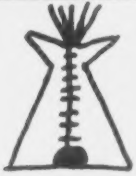
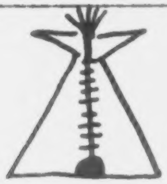
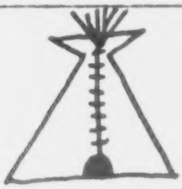
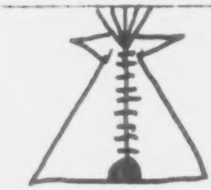
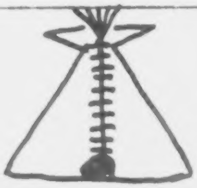
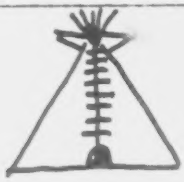
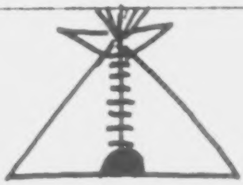

Pežitoseya

Name____ Date________________19_____

Directions: In the box on the left side of your paper is a feather and a Assiniboine color word, Circle the English color word that matches the Assiniboine color word.

Ša	I will color this feather: RED BLUE
 Pežitoseya	I will color this feather: YELLOW GREEN
 ɣiɣi	I will color this feather: BLACK ORANGE
Zi	I will color this feather: WHITE BROWN
Ska - na	I will color this feather: GREEN WHITE
Sa - ba	I will color this feather: ORANGE BLACK
ɣi	I will color this feather:
Tō	I will color this feather: BLUE BROWN

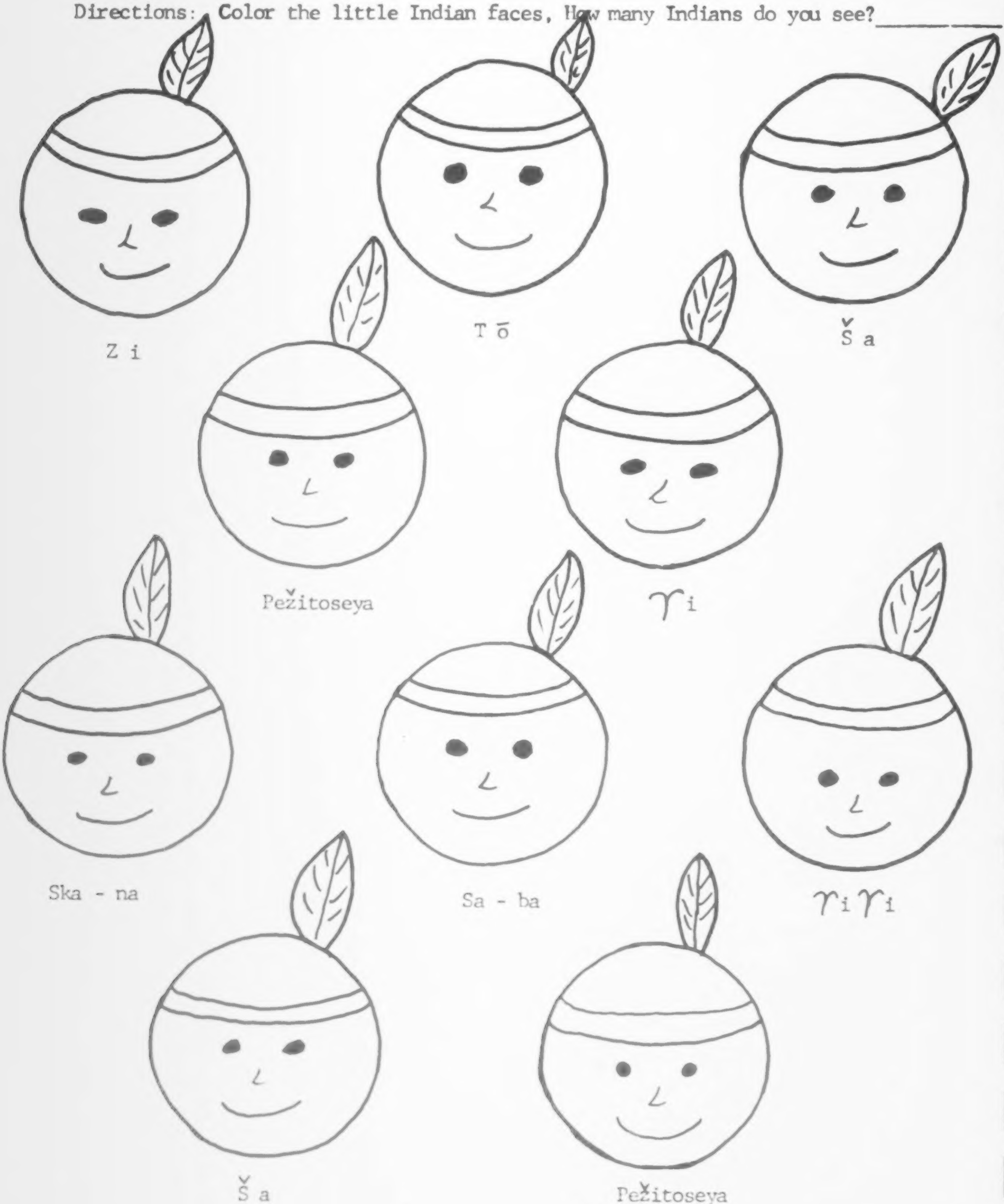
Name ______________________________ Date ________________ 19____

	Ša	I will color this Teepee: RED BLACK
	Zi	I will color this Teepee: YELLOW BROWN
	Ɣi Ɣi	I will color this Teepee: BLUE ORANGE
	Ska na	I will color this Teepee: GREEN WHITE
	Ɣi	I will color this Teepee: ORANGE YELLOW
	Sa ba	I will color this Teepee: BLACK ORANGE
	Pežitoseya	I will color this Teepee: BLACK GREEN
	To	I will color this Teepee: BROWN BLUE

Name:______________________________________ Date____________________19____

ASSINIBOINE - Colors

Directions: Color the little Indian faces, How many Indians do you see?__________

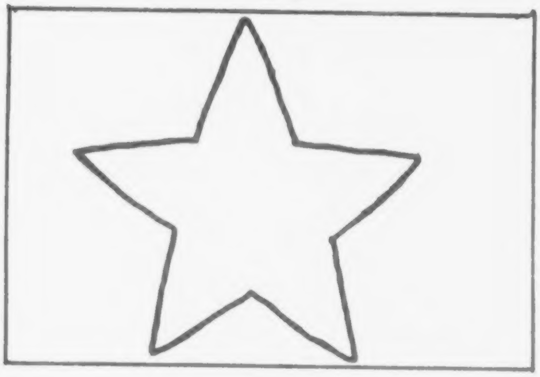

Z i
T ō
Š a
Pežitoseya
ɣi
Ska - na
Sa - ba
ɣiɣi
Š a
Pežitoseya

Name ______________________________ Date ______________19______

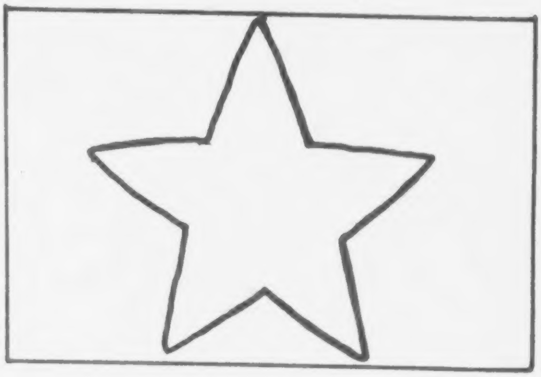
Grade Levels - 1ST and 2ND - Assiniboine

Directions: Using the five colors that you know, color the stars in the boxes.

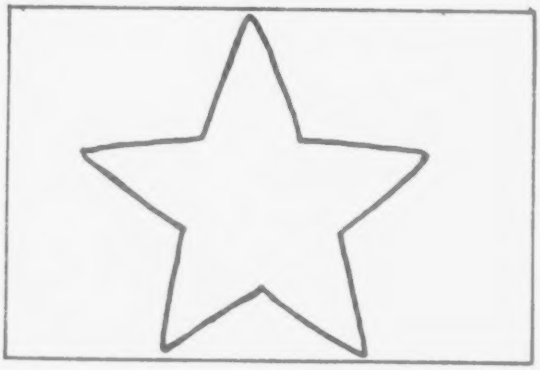
Ša



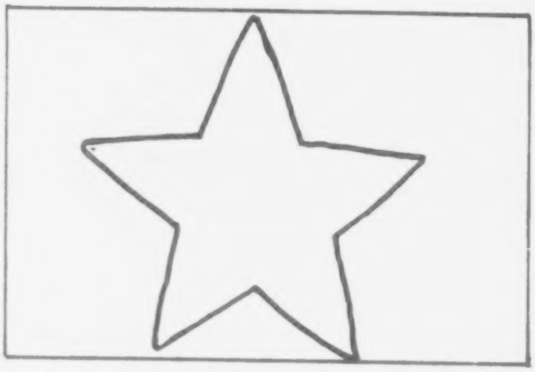
Pežitoseya



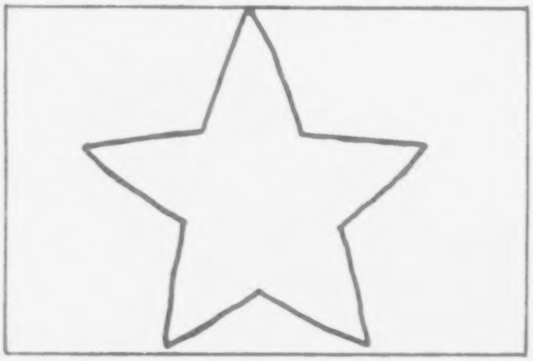
ϒiϒi



Ska-na



Sa-ba



Name ______________________________

Directions:

Color the 5 - ƔiƔi

Color the 2 - Ska - na

Color the 10 - Pežitoseya

Color the 7 - Š a

Color the 8 - Ɣ i

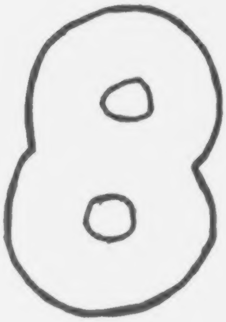
Color the 6 - T ō

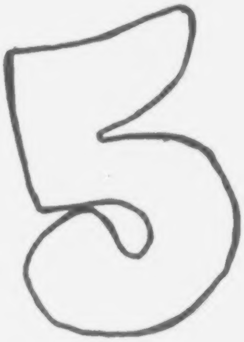
Color the 3 - Sa - ba

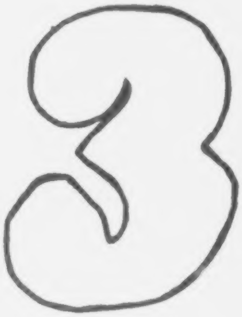
Color the 1 - Ska - na

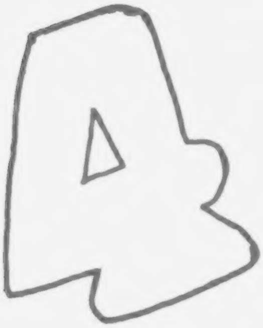
Color the 9 - Z i

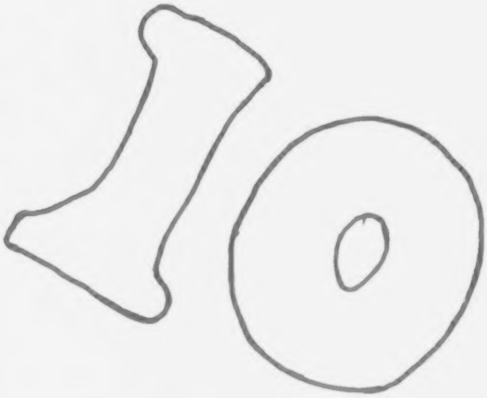
Color the 4 - Sa - ba

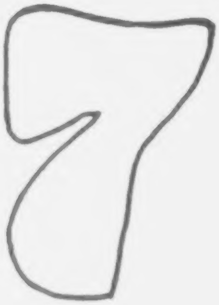


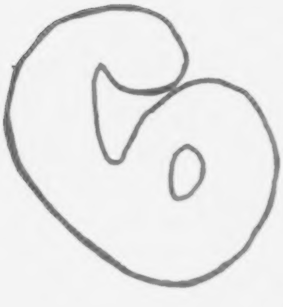


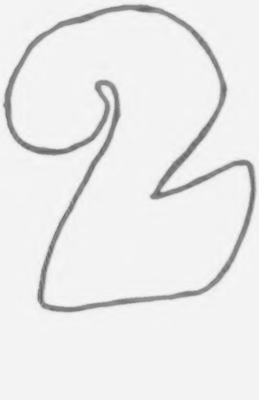


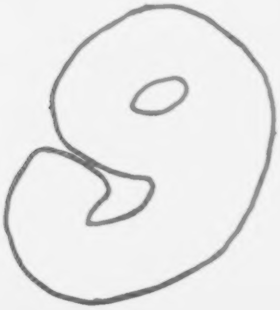


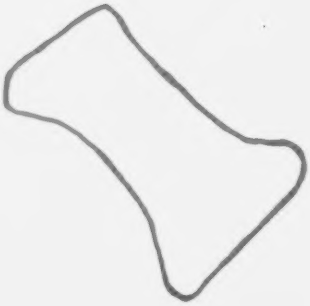








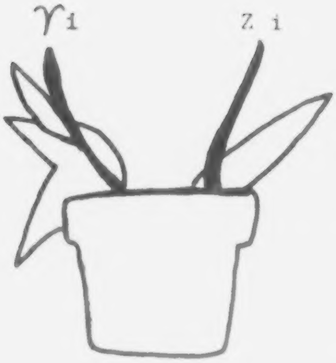


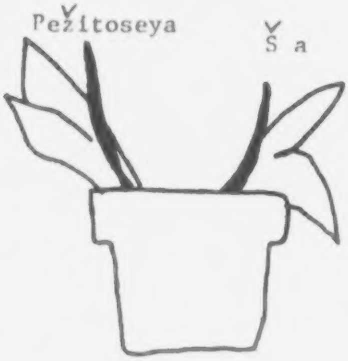


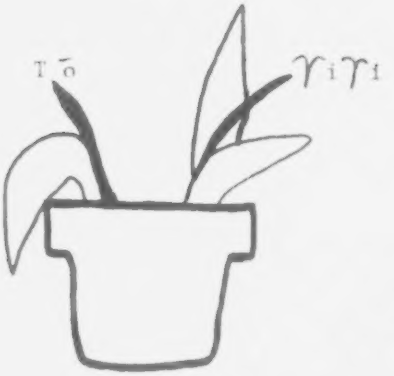
Name:______________________________ Date________________ 19____

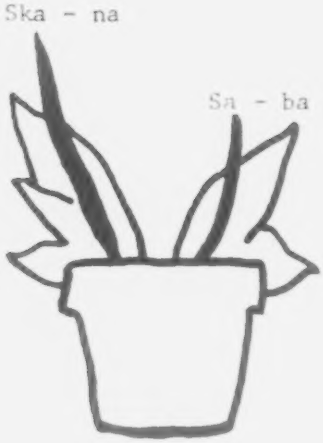
Assiniboine - Colors

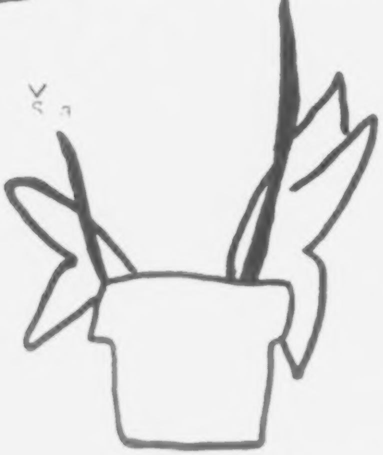
Directions: At the end of each flower stem is a color word, find the flower that you have colored at the right and paste it at the end of each answer stem it matches.

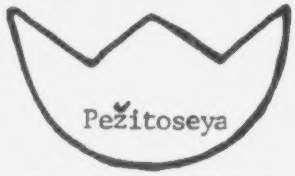


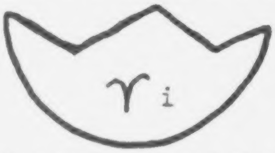

Pežitoseya
Ša

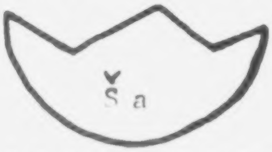


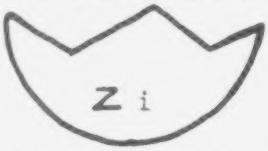


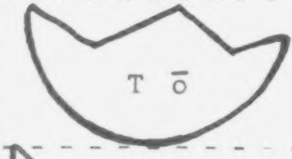

Pežitoseya
Ša

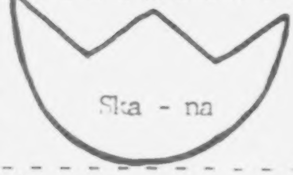

Pežitoseya

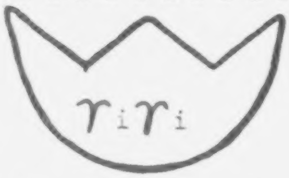


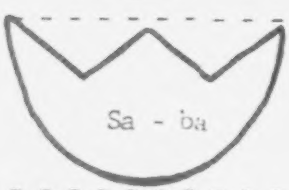


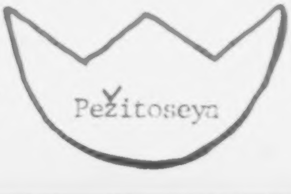


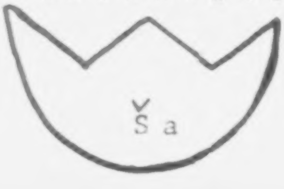









Pežitoseya



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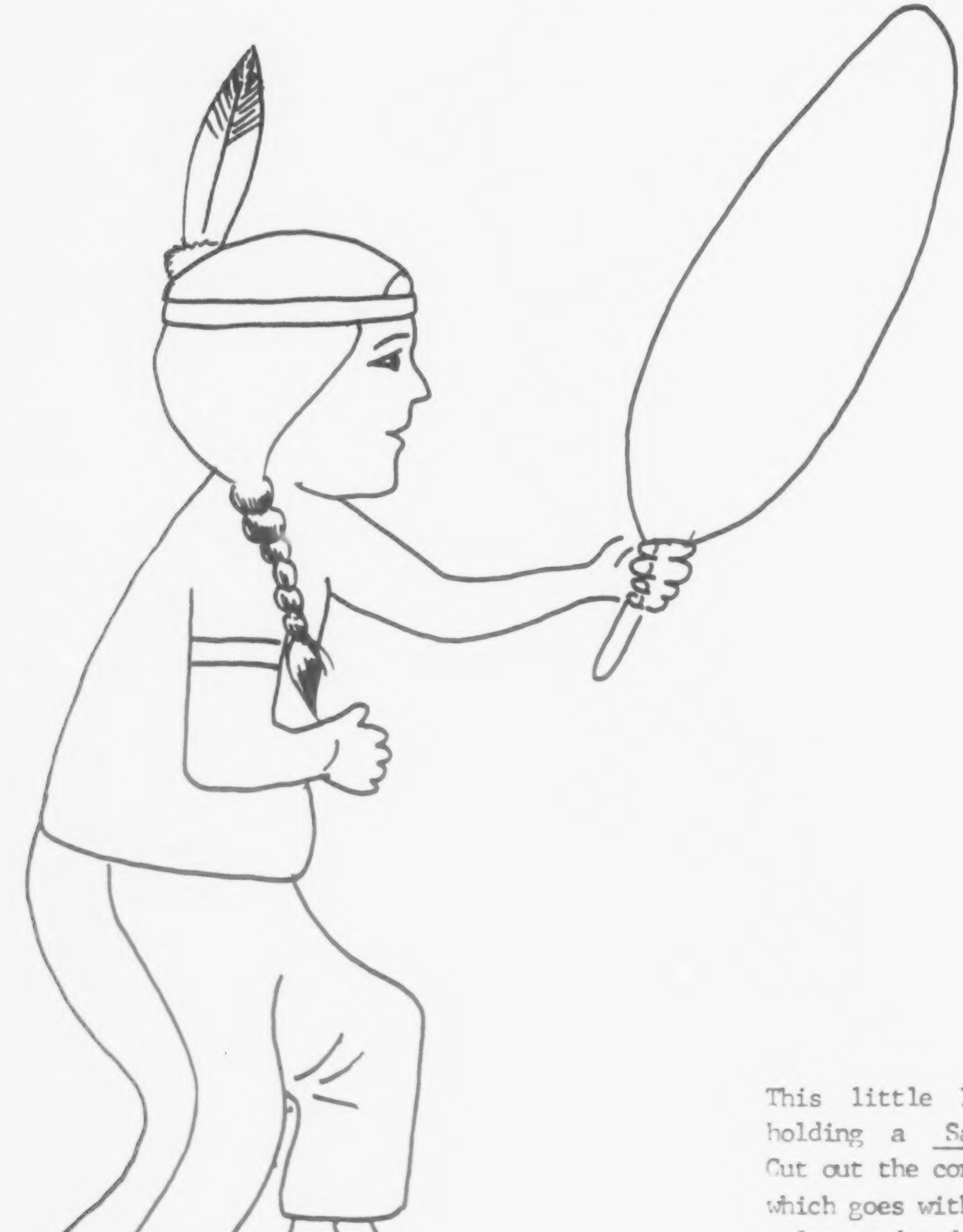
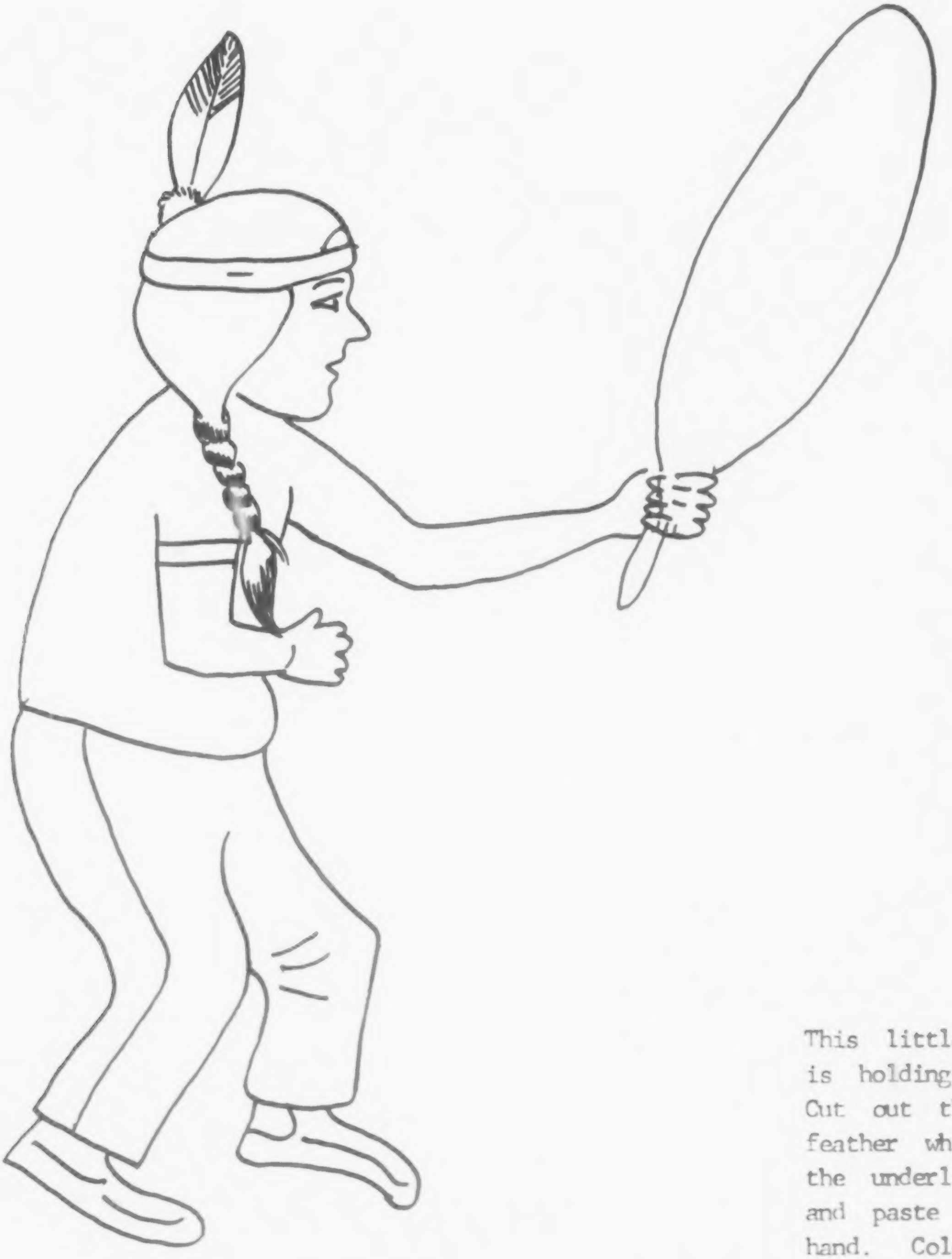


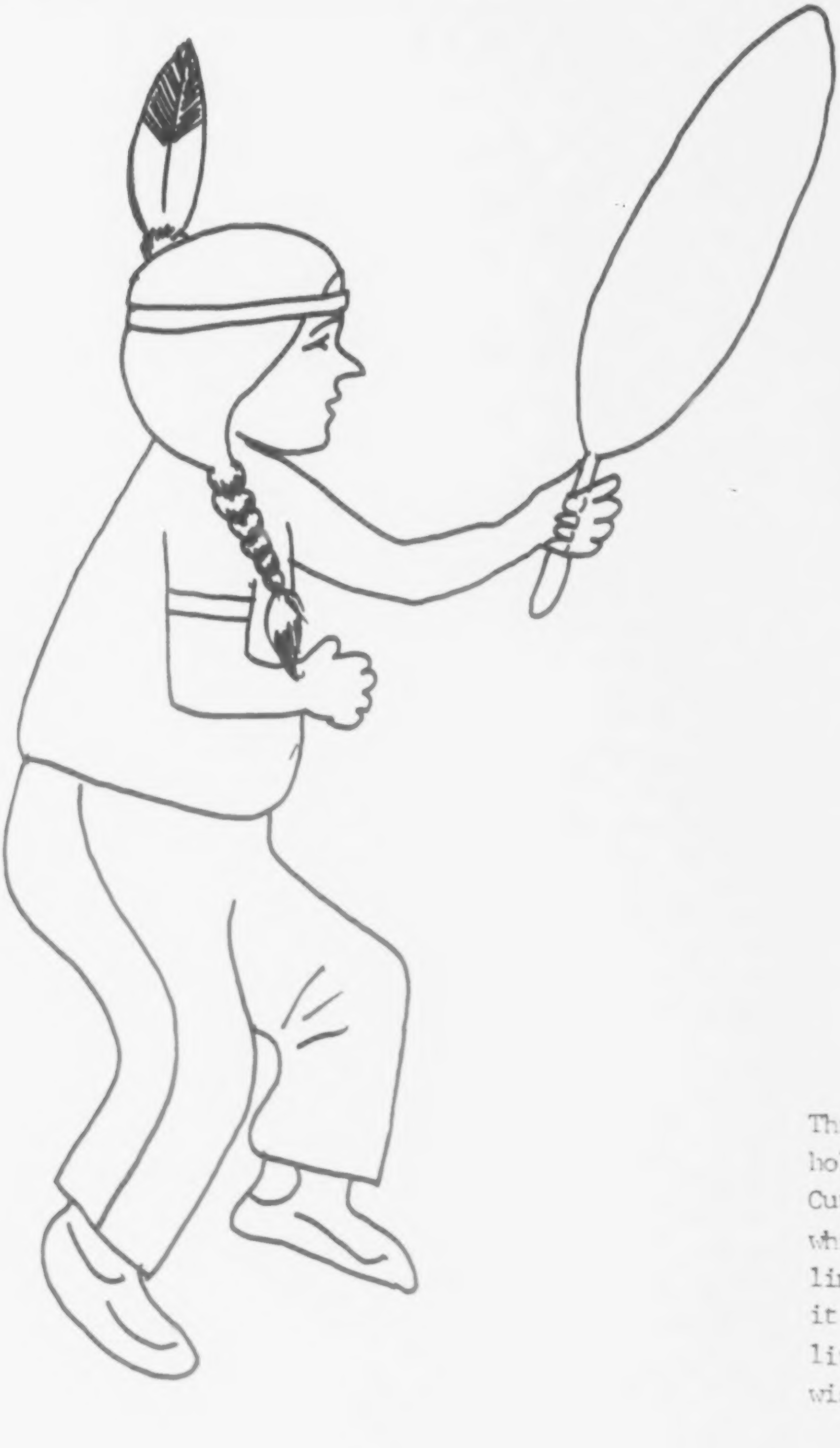
This little Indian boy is holding a Sa - ba feather. Cut out the correct feather which goes with the underlined color word and paste it in his hand. Color the little Indian boy as you wish.

NAME: -



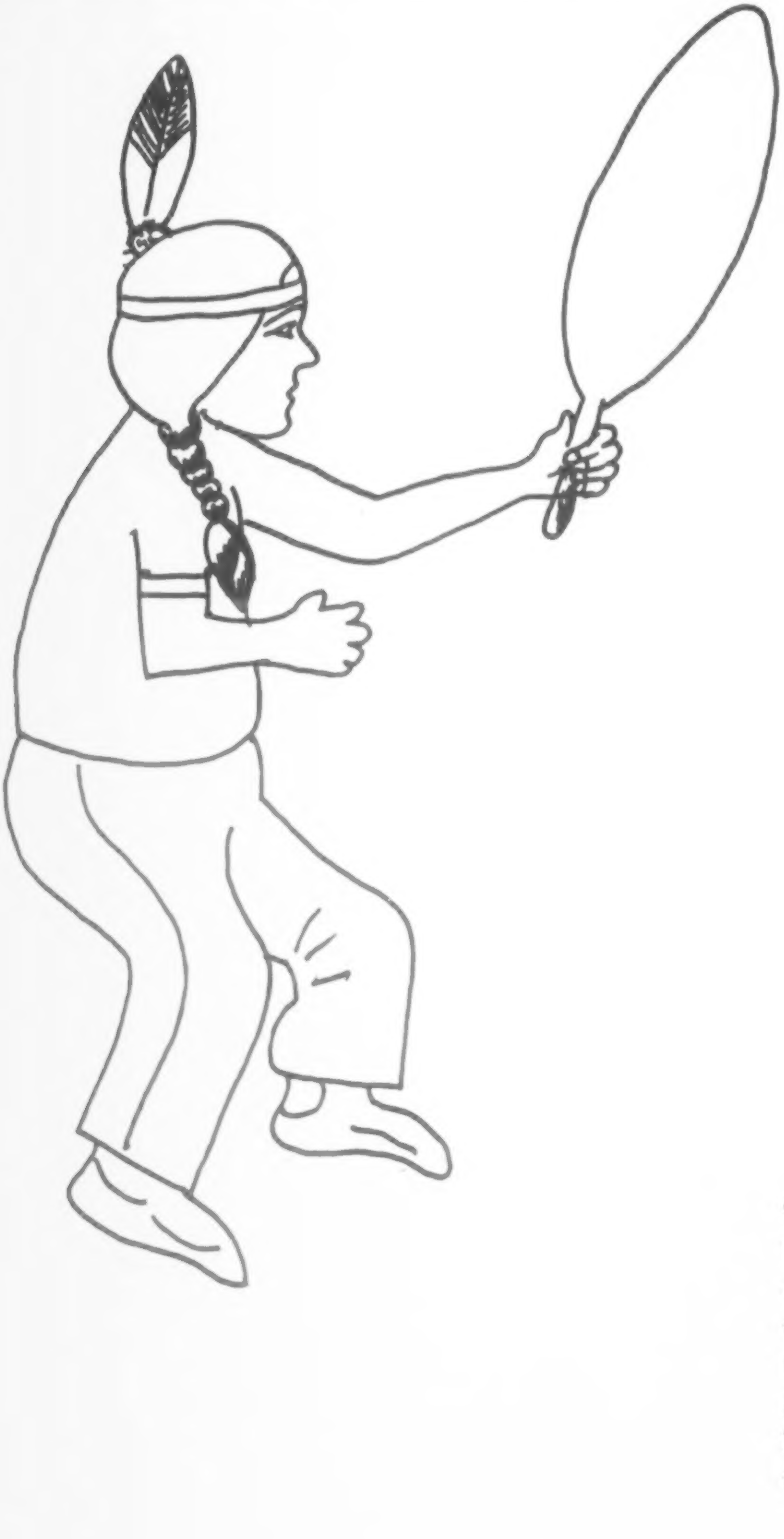
This little Indian boy
is holding a Z i feather.
Cut out the correct
feather which goes with
the underlined color word
and paste it in his
hand. Color the little
Indian boy as you wish.

Name: ______________________________



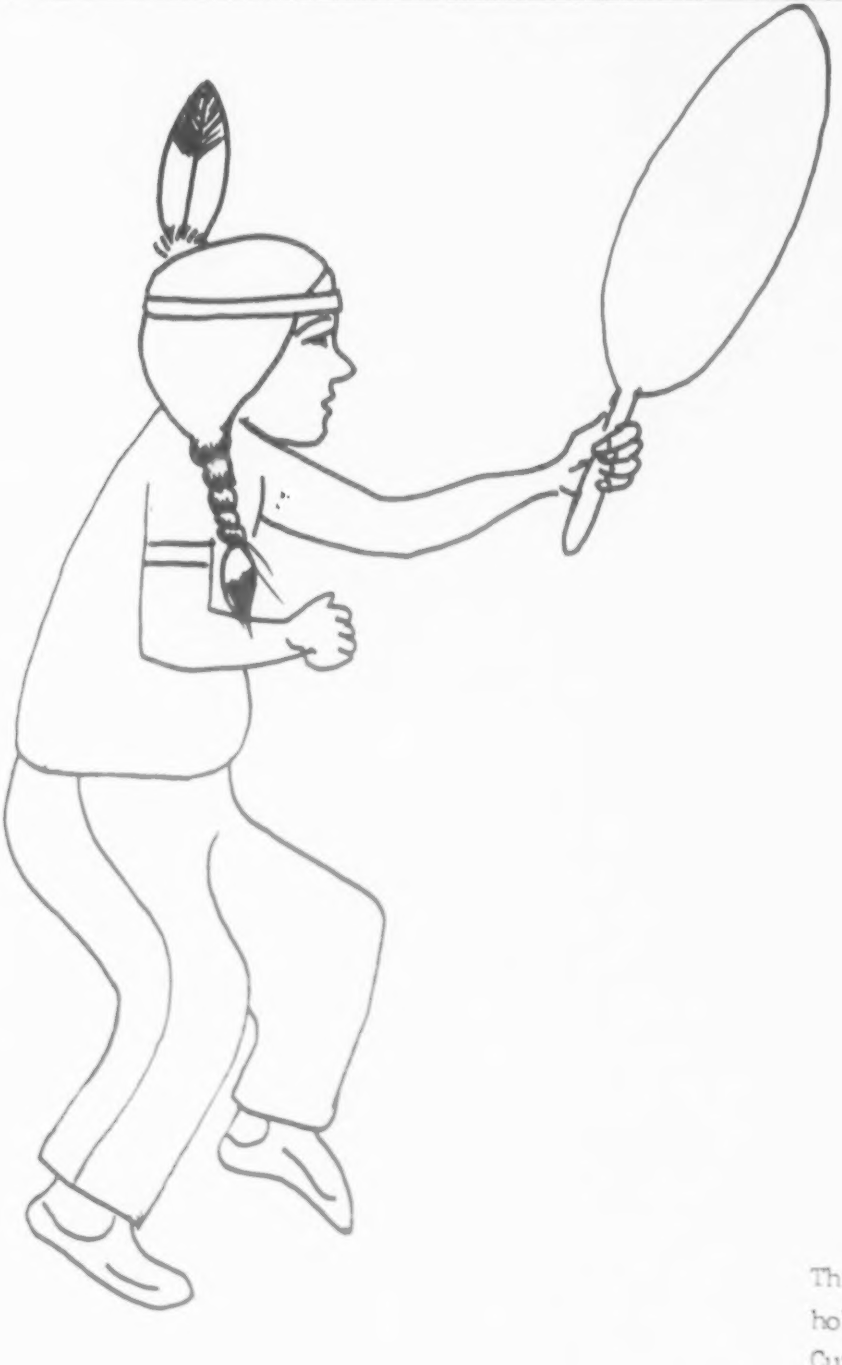
This little Indian boy is holding a Tō feather. Cut out the correct feather which goes with the underlined color word and paste it in his hand. Color the little Indian boy as you wish.

Name: ______________________________



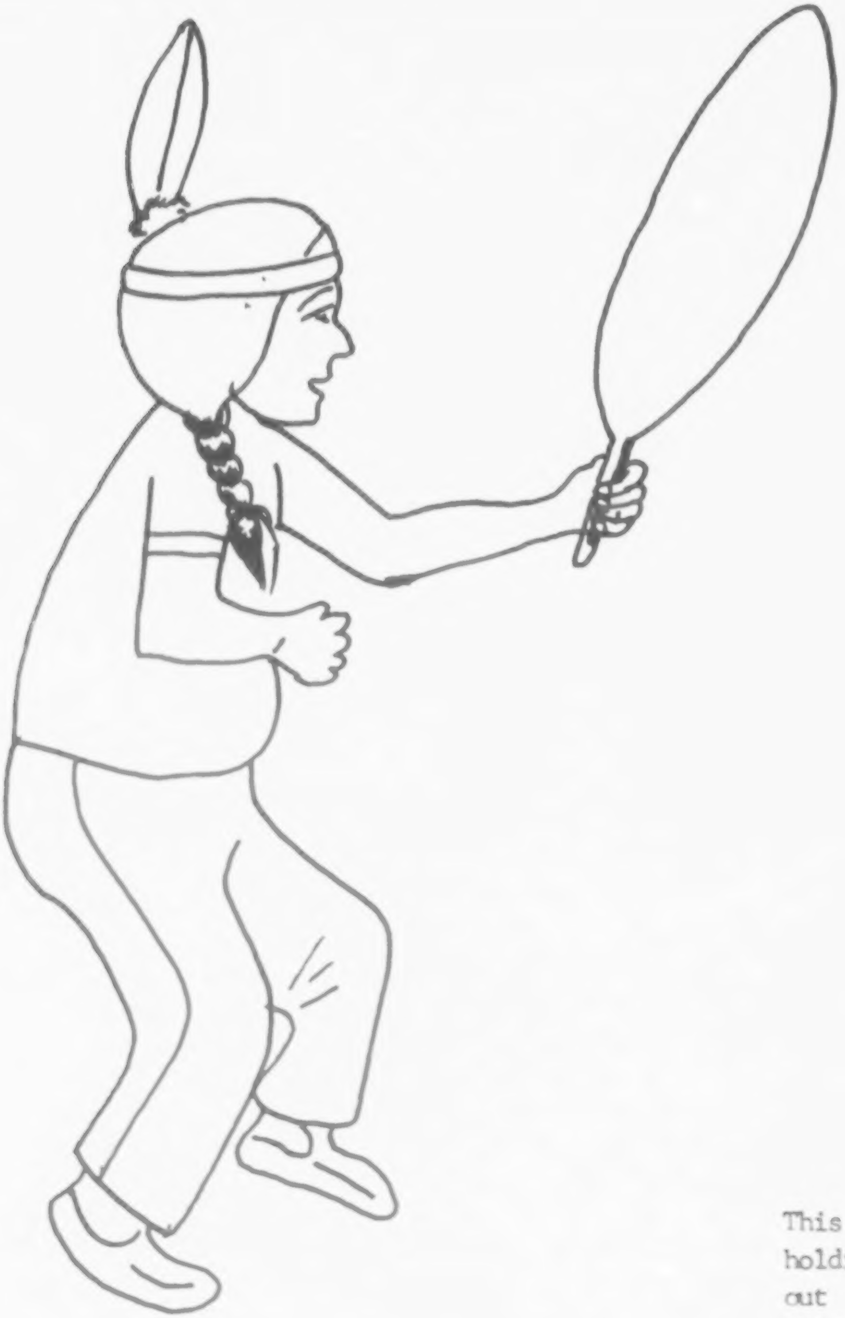
This little Indian boy is holding a ϒi feather. Cut out the correct feather which goes with the underlined color word and paste it in his hand. Color the Little Indian boy as you wish.

NAME:



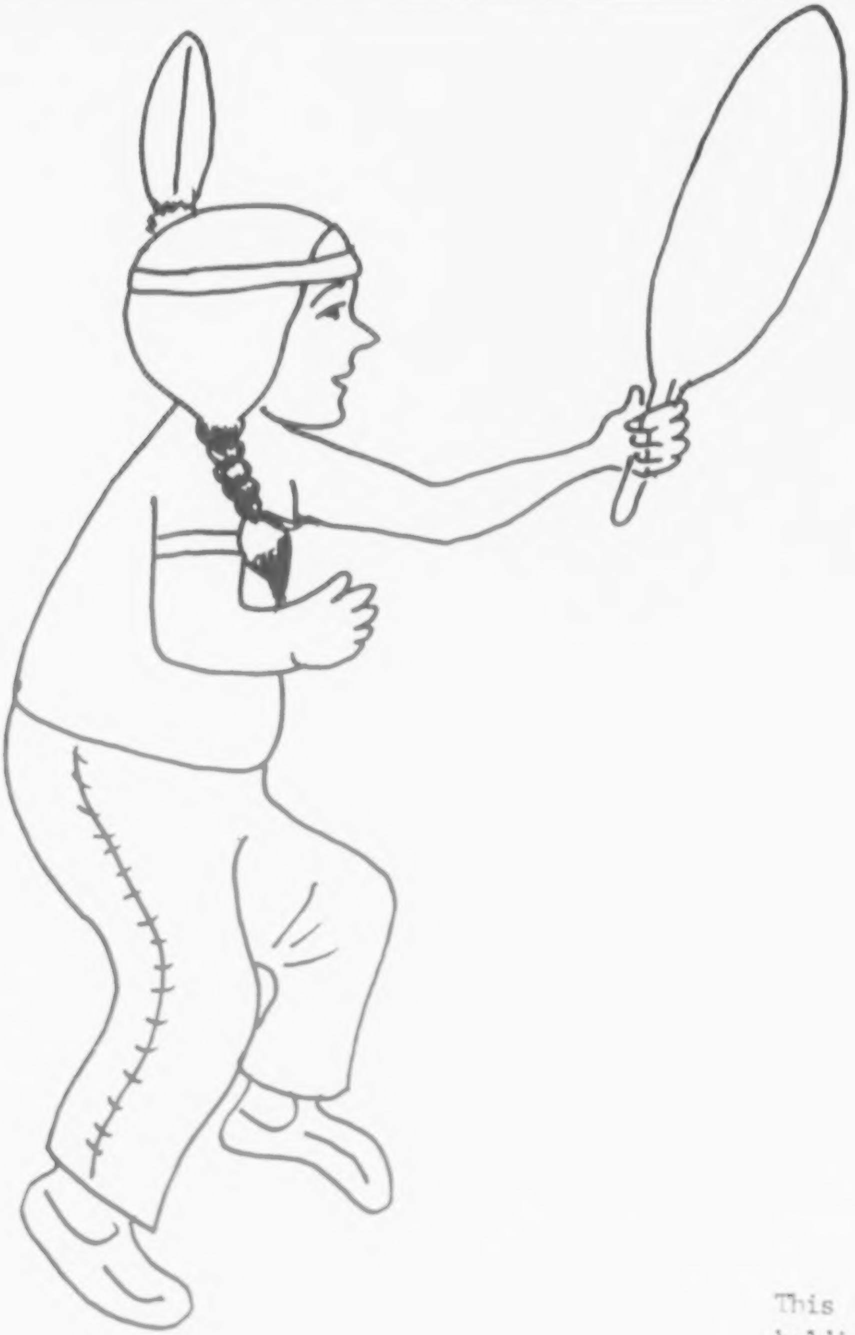
This little Indian boy is holding a Ska - na feather. Cut out the correct feather which goes with the underlined color word and paste it in his hand. Color the little Indian boy as you wish.

NAME:



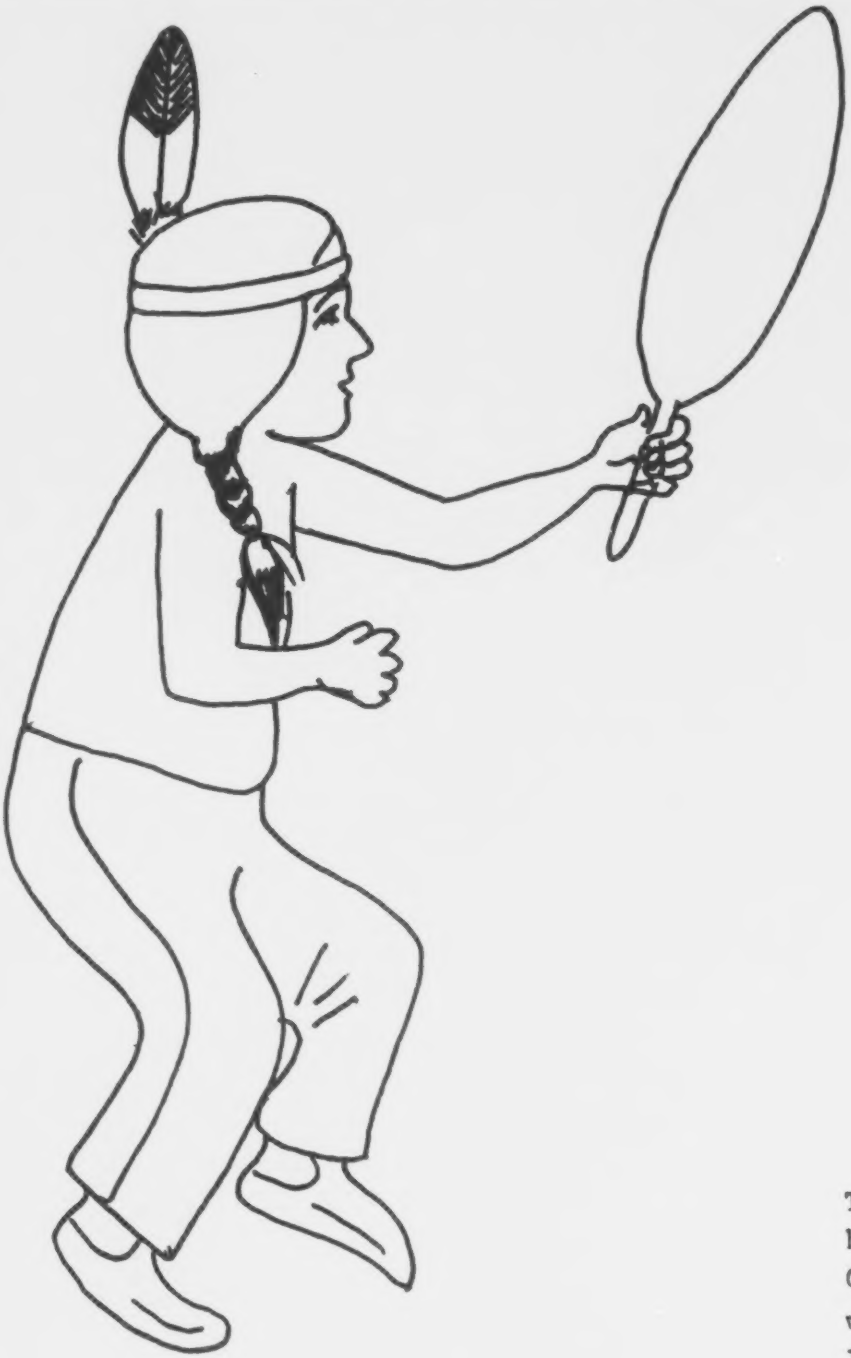
This little Indian boy is holding a Ša feather. Cut out the correct feather which goes with the underlined color word and paste it in his hand. Color the little Indian boy as you wish.

NAME:



This little Indian boy is holding a Pežitoseya feather. Cut out the correct feather which goes with the under-lined color word and paste it in his hand. Color the little Indian boy as you wish.

NAME: ______________________________



This little Indian boy is holding a ϒiϒi feather. Cut out the correct feather which goes with the underlined color word and paste it in his hand. Color the little Indian boy as you wish.

Family Unit

The Indian family includes parents, grandparents, children, aunts, uncles, and cousins.

If a child's natural parents were unable to take care of him, one of his aunts, sisters, grandparents, or cousins would take him in and raise as their natural child. Even today the family will step in and help one another if someone is incapable.

Each member of the Indian family had specific duties. Some were interrelated with other duties.

Sharing is a way of life with the Indian family. If one family had something, everyone did. Things were given openly to one another.

Children were taught to respect their elders.

Family Unit

Objectives

1. To be able to say the names of the family in your language.
2. The Indian family are proud people.
3. The Indian life is centered around the family.
4. Each member of the Indian family had a specific role to perform.
5. Good manners were importan to the Indian people.
6. Ceremonies played an important part in the Indian way of family life.

Materials

1. Having the elders say the Indian words.
2. Language master
3. Slides
4. Transparencies
5. Flash cards

English	Assiniboine	Gros Ventre
Grandmother	me koosh	ne wa
Grandfather	me too gosh	ne bes e wa
Father	A da	ne tha
Mother	E na	na ah
Older Brother	me tim known na	athha.heh
Older Sister	me chun na	Epp
Younger Brother	me soon ga	ahab be
Younger Sister	me tung gay na	ahab be
Baby	dowgu ški na	akistayake

Family Unit

First Day of Instructions

1. Introduce the word grandfather and grandmother, with the help of the elders and flash cards.
2. Have the students say the words grandfather and grandmother.
3. Have the students identtify grandfather and grandmother in a group of people.
4. Students say the words grandfather and grandmother in a sentence.
5. Students do coloring sheet of grandmother and grandfather.
6. Grades K-2, do activities 1-3 and 5
7. Grades 3-4, do all of them.

Second Day of Instruction

1. Introduce the word mother and father, with the help of the elders and flash cards.
2. Review the words for grandmother and grandfather.
3. Have students say the words for mother and father.
4. Have students identify grandmother, grandfather, mother, and father from a froup of people and say the word for each.
5. Students say the words grandmother, grandfather, mother and father in a sentence.
6. Students can do a coloring sheet of mother and father.
7. Grades K-2 do activities 1-4 & 6.
8. Grades 3-4 do all of the activities.

Third Day of Instruction

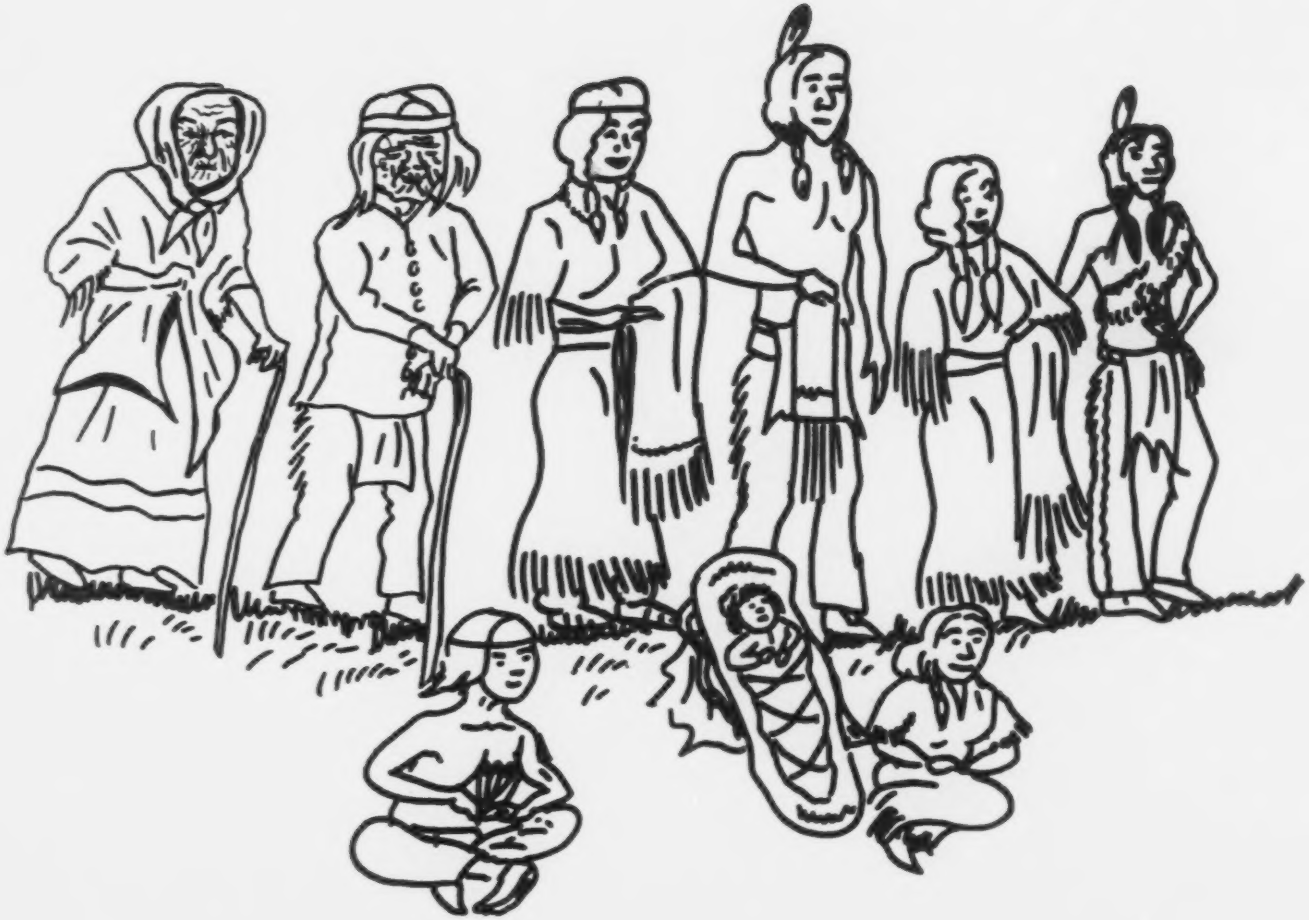
1. Introduce the words for older bother and older sister.
2. Review the words they have had previously.
3. Identify in the family line where you are.
4. Identify in the children line up what position you are.
5. Students can do coloring sheet.
6. Students say the positions in the language, in a sentence.
7. Grades K-2, do the first five activities
8. Grades 3-4, do all of the activities.

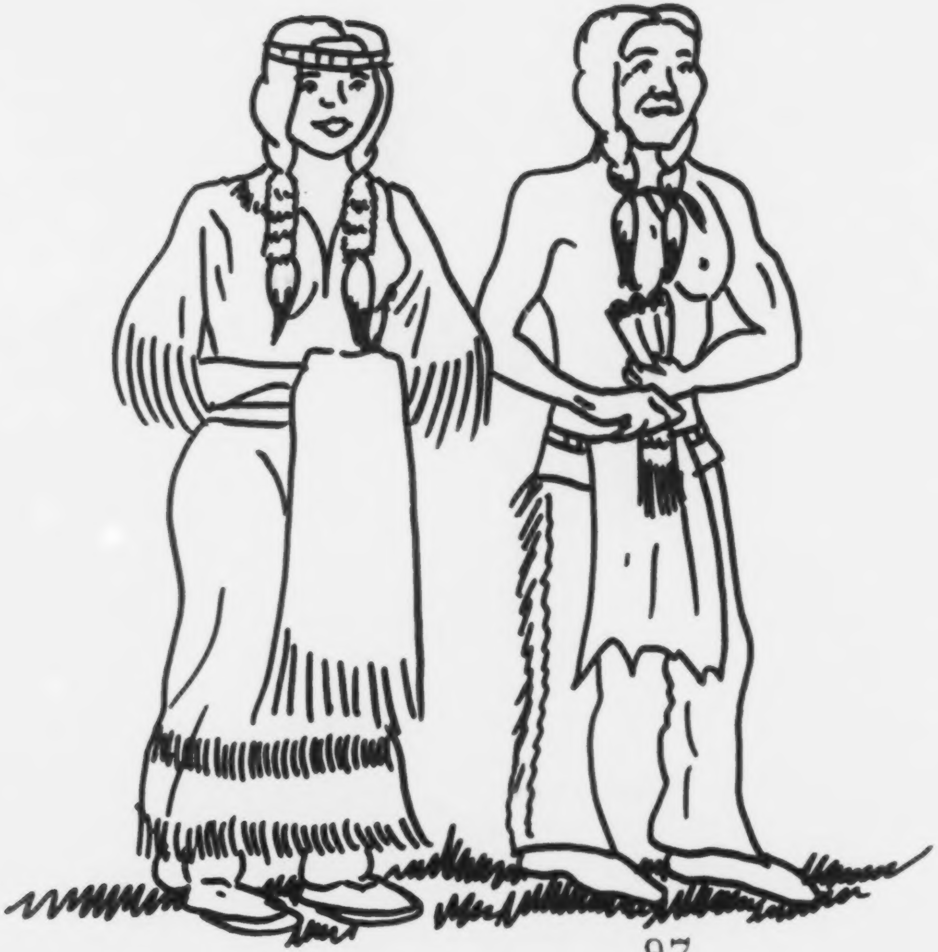
Fourth Day of Instruction

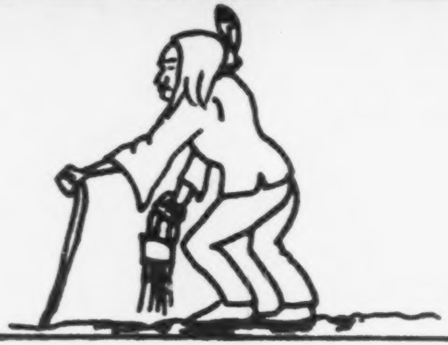
1. Review words they've had previously.
2. Introduce new words, younger brother and younger sister, also baby.
3. Identify which child you are in the children line up.
4. Have students draw pictures of younger brother and younger sister and baby. Have the students label them by pointing.

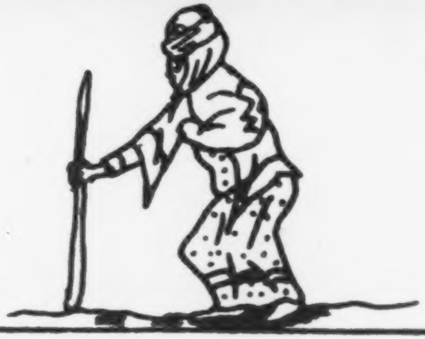
Fifth Day of Instruction

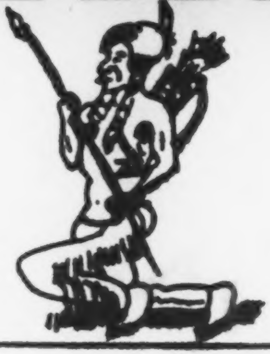
1. Have each child say all of the words of the family.
2. Quiz students
3. Show slides on the Indian family

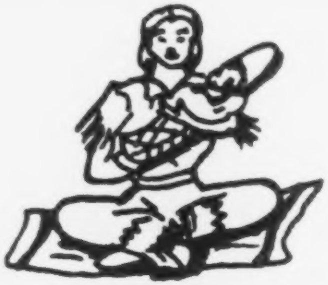


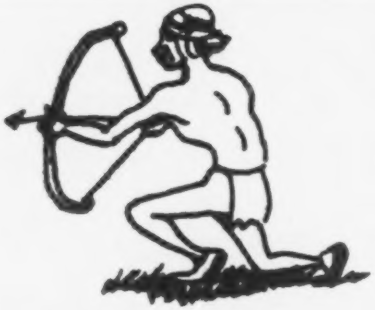


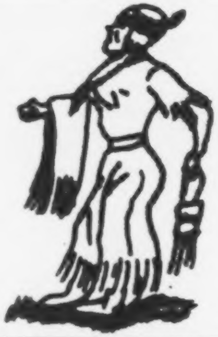


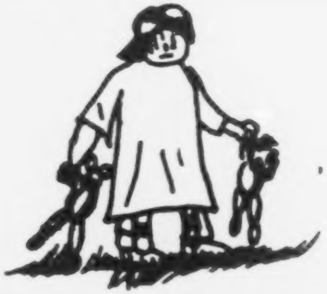


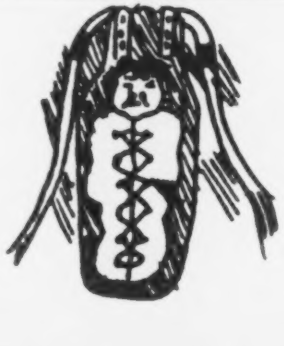


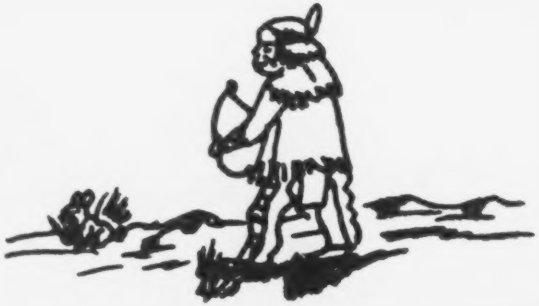


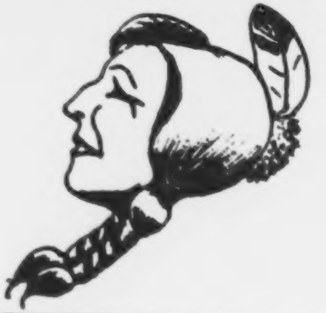


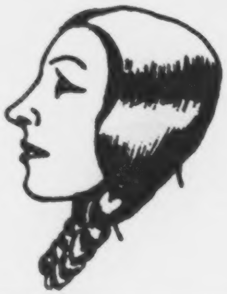


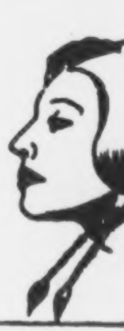


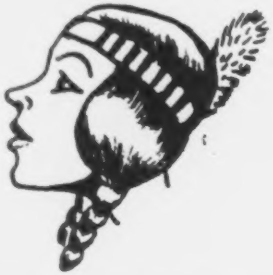


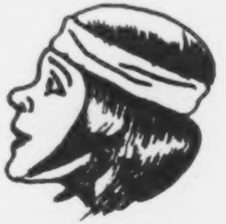


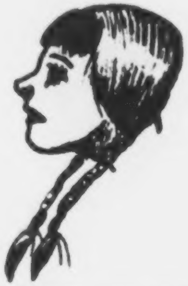


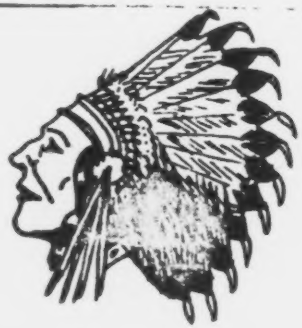


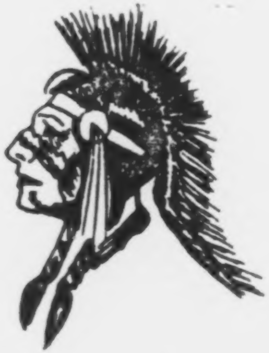


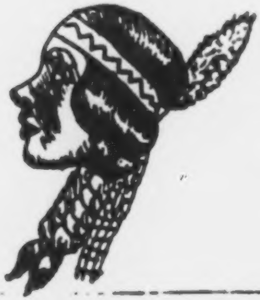












Ne nah ______________________________

Choosing the Right Word

1. My Dad's father is my ______________________________

Na ah   Ne bas e wah   Epp

2. My Mother has a new ______________________________

E kista ya na   Epp   A thah heh

3. My ______________________________ tells us stories.

Ah hab be   Ne tha   Ne wa

4. My ______________________________ helps tan hides.

Epp   E kista ya na   Ne tha

5. My ______________________________ is a good warrior.

A thah heh   Ba ah   Yon

6. What is your ______________________________ name?

Nanutza   Neetha   Na ah

7. My ______________________________ taught me how to hunt.

Ne tha   Nath   Waetdaya

8. Our ______________________________ is learning to walk.

Ne wah   Ah hab be   Neehaya

9. My ______________________ is a good at grinding cherries.

Ah hab be   Ne bas e wah   Gathay

Name ______________________________ Date ____________________________________

Relationship-Gros Ventre-Matching Exercise

Directions: Draw a line from the English word to the correct Gros Ventre word.

English	Gros Ventre
Mother	Ahabbe
Grandfather	Epp
Older Brother	Netha
Younger Sister	Ahabbe
Grandmother	Ne wa
Father	Na ah
Younger Brother	Atha heh
Older Sister	Ne bes e wa

Name ______________________________ Date ______________________________

Relationship - Gros Ventre

Directions: On the Blank(s) write the name of each family member in the Gros Ventre language, if you do not hae that family member, write None.

Name

Your Netha ______________________________

Your Na ah ______________________________

Your Ne bes e wa ______________________________

____

Your Ne wa ______________________________

____

Your Epp ______________________________

____

____

____

Your Atha heh ______________________________

____

____

Your Ahab be ______________________________

____

____

____

____

____

Name ______________________________ Date ______________ 19______

Relationship - Assiniboine

Directions: On the blank(s) write the name of each family member in the Assiniboine language, if you do not have that family member, write NONE.

NAME

Your A - day ______________________________

Your E - na ______________________________

Your Me-too-gosh ______________________________

____

Your Me-koosh ______________________________

____

(Men's version)

Your Me-chee-na ______________________________

____

____

____

Your Me-tung-she ______________________ ______________________

______________________ ______________________

Your Me-soong-ga ______________________ ______________________

______________________ ______________________

Name ________________________________ Date ________________19______

Relationship - Assiniboine - Matching Exercise (Remind students that this is the mens version)

Directions: Draw a line from the English word to the correct pronunciation of that word in Assiniboine.

ENGLISH	ASSINIBOINE
Mother	Me - soong - ga
Grand father	Me - chee - na
Older brother	A - day
Younger sister	Me - koosh
Grandmother	E - na
Father	Me - tung- she
Younger brother	Me - too - gosh
Older sister	Me - tung - gay - na

Name ______________________________ Date ____________________ 19____

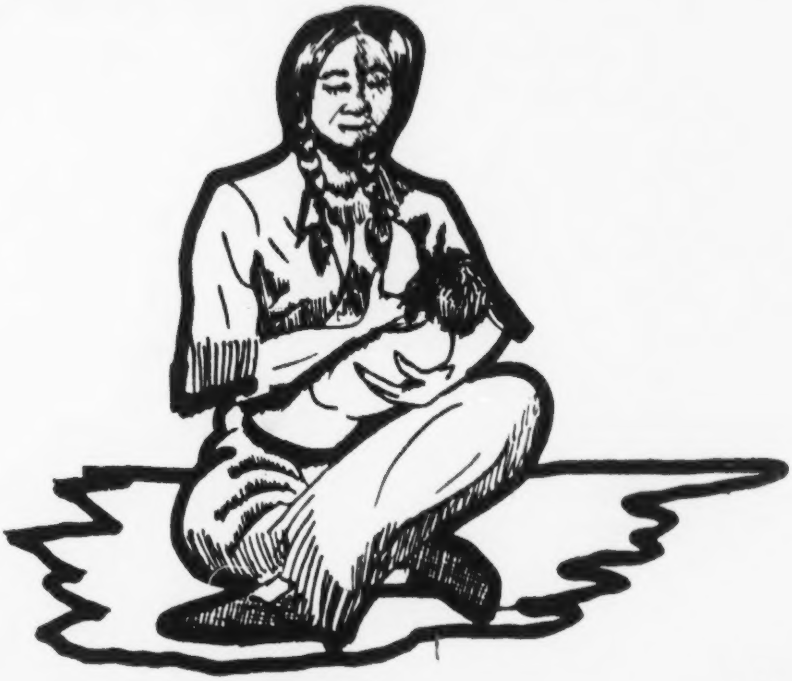
Relationship - Assiniboine - Matching Exercise

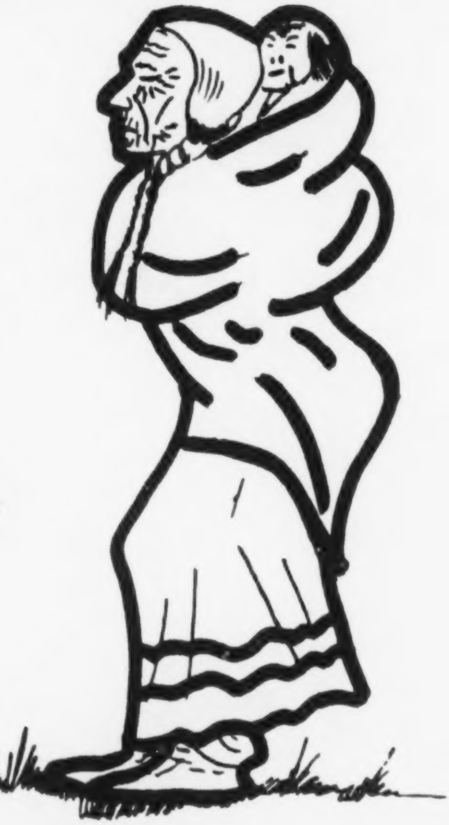
(Remind Students on pronunciation of womens version)

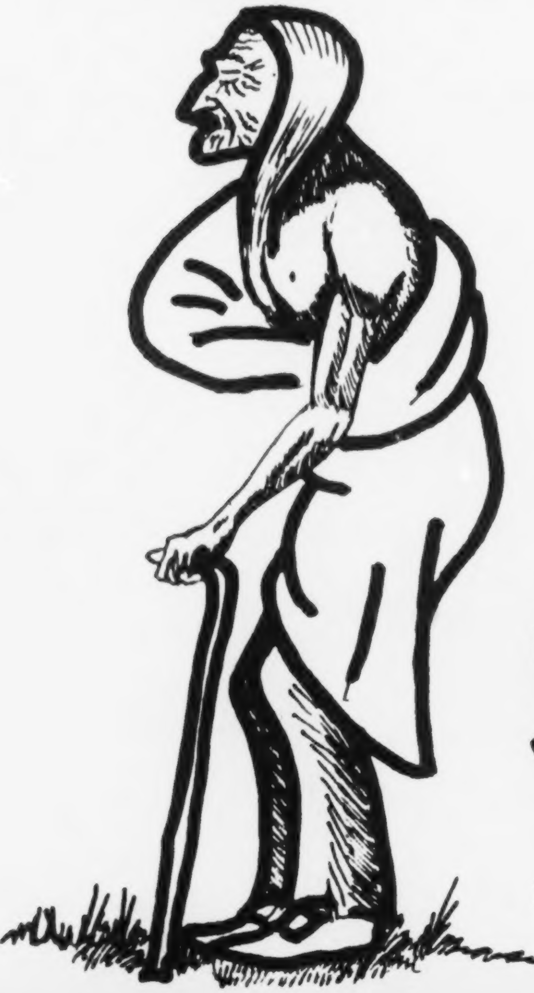
Directions: Draw a line from the English word to the correct pronunciation of that word in Assiniboine!

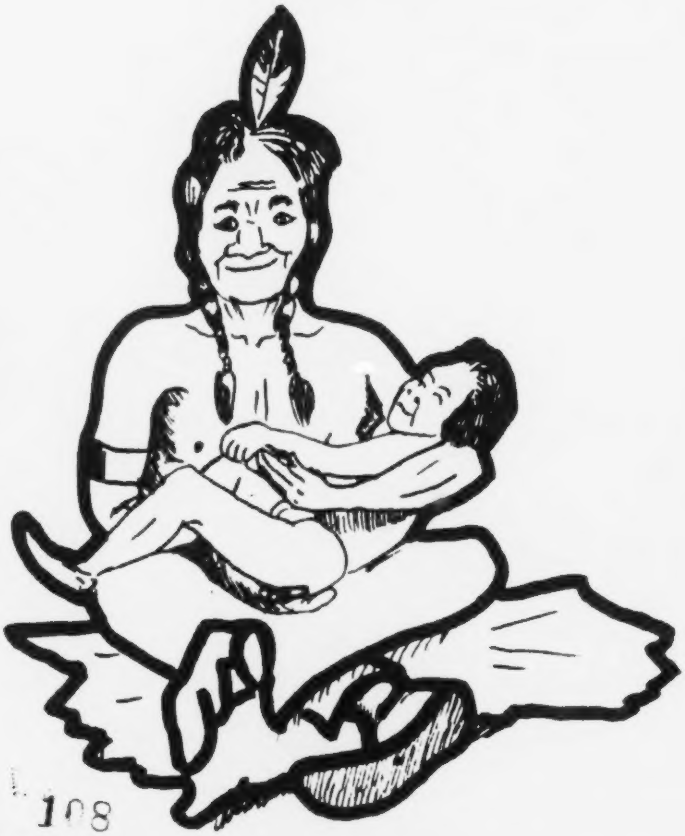
ENGLISH	ASSINIBOINE
Older brother	A - day
Mother	Me - choo - nah
Grand father	Me - soong - ga
Younger sister	Me - koosh
Father	Me - teem - no - an
Older sister	Me - tung - a
Grand mother	E - na
Younger brother	Me - too - gosh

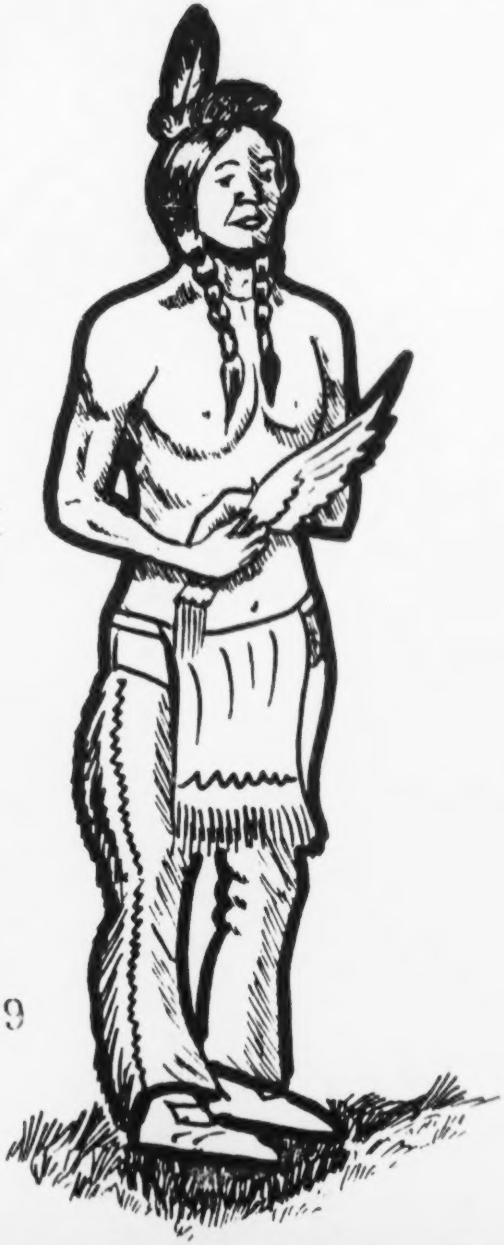
Figures can be reproduced to model.











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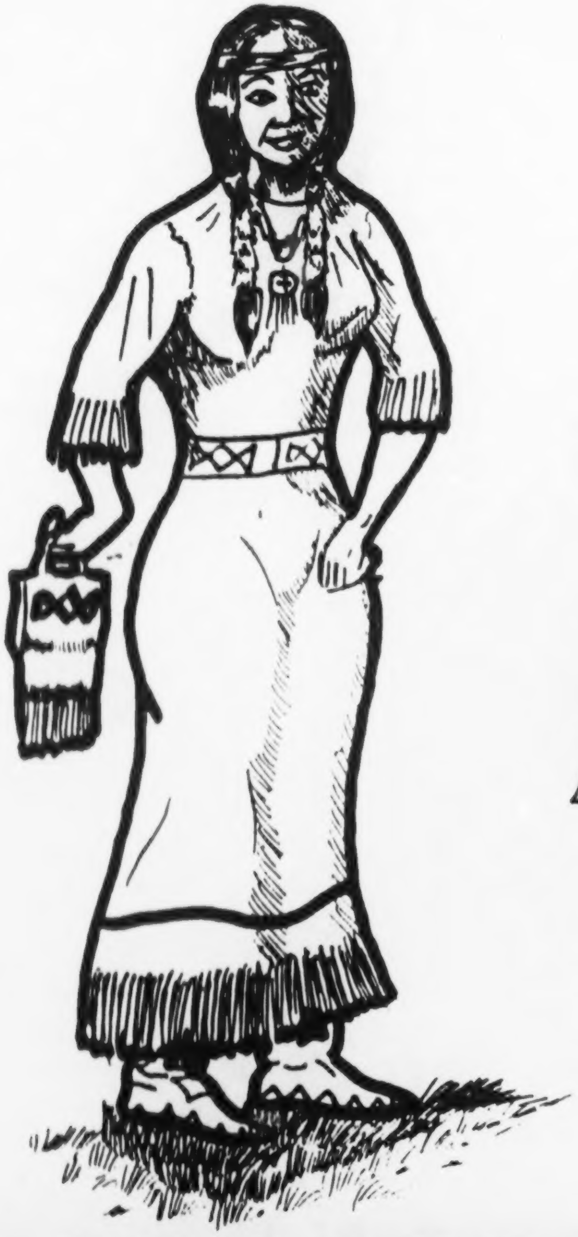

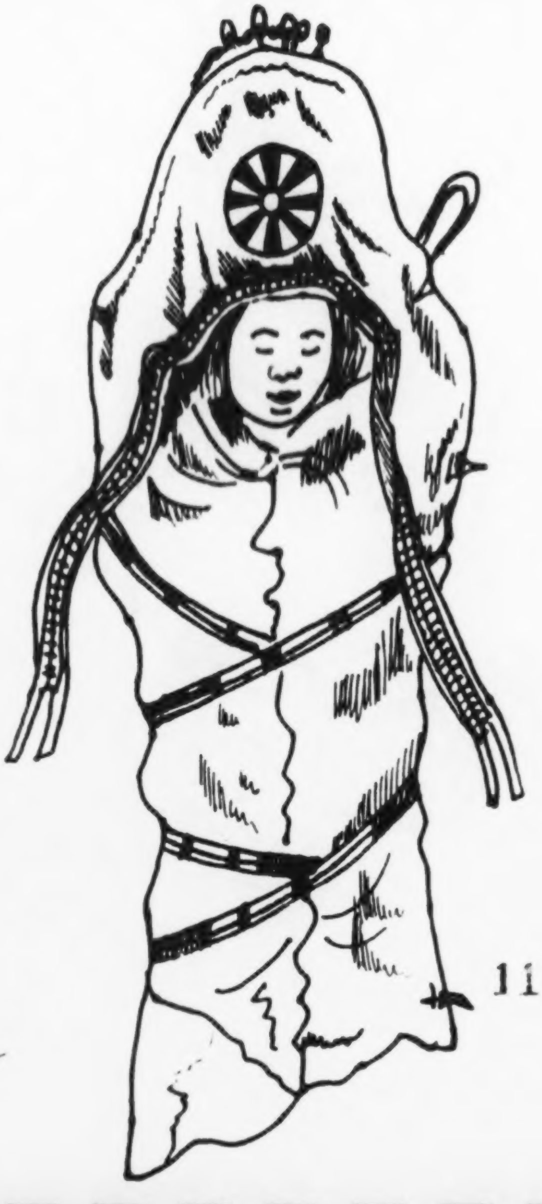

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History - Teaching Unit

Band Names and Affliation

Teacher ____________________

9 Weeks
Grades K - 4

Objectives:

1. To be able to know how many bands there was.
2. To be able to know how the bands got their names.
3. To be able to know the position of tipis.
4. To be able to know what bands followed who.

Materials needed:

1. Tipis

Procedure:

1. To give students the names of bands and how they got their names.
2. Each day review the names and how they gor their names.
3. Give students the positions of tipis. (How they were set up in circle.)

Activities:

1. Have students make a tipi circle.

Evaluation:

1. Approx. 75% of students should know band names and how they got their names.
2. Approx. 75% of students should know how a tipi circle is set up.
3. Approx. 75% of students should know which band followed who.

Comment:

Flannery, Regina; The Gros Ventres of Montana, Part One-Social Life
The Catholic University of America Press Washington D.C. 1953

Band Names and Affliation

I. The political organization was simple. The number of bands was twelve.

1. Coffees
2. Same as Assiniboines
3. Plenty Bad
4. Greys
5. Fast Travelers
6. Water Horse Once a Day
7. Upper Quarters
8. Frozens
9. Buffalo Overloaded
10. Tendons
11. Bloods
12. Night Hawks

II. How the bands got their names.

1. The Coffees and Bloods were so known on account of their going to extremes in the consumption of these two food respectively.
2. Plenty Bad refers to the fact that this band was numerous but were all "bad" people that is, there were few with good reputations as warriors.
3. Same as Assiniboine like the Assiniboine tribe in general, possessed few horses.
4. Greys didn't paint up as did other Gros Ventres and they looked unkept and dirty.
5. Water Horse Once a Day were so called because the band members were too lazy to water their horses more often.
6. Fast Travelers - This band was suppose to travel so far and so fast that the end of the travois poles which dragged on the ground became smooth and worn.
7. Upper Quarters, the explanation lying in the reputation for stinginess acquired one time when members of the band were asked for meat, and gave the upper quarters or hump of the buffalo instead of the more desirable parts.
8. Frozens - That one winter people were hungary and the members of this band killed buffalo, and when asked asked for meat, they replied; "The meat is frozen and we can't cut it."
9. Buffalo Overload were suppose to be foolish people. Their names derives from the story that on one occassion when hunting they saw a small herd of buffalo, one of which sat down. A band member said, " That buffalo is overloaded, i.e. he has eaten too much and hasdied."
10. Tendons were so called because they were said to have expressed a preference for the neck tendons of the buffalo as food.
11. The Night Hawks recieved their names from the habit of the band members of breaking wind audibly, the sound suggesting the noise the night hawks make as it flies.

III. Position of the Tipis.
The band from which a new Flat Pipe Keeper was chosen moved to the center position opposite of the camp circle, and that the others shifted accordingly.
The circle, with the opening toward the rising sun, was the formation employed when the whole tribe was together.
When bands were separated from the main group they might or might not camp in this way, depending somewhat on the lenght of time expected to remain in one spot, and the nature of the terrain.

IV. Which Band Followed Who.

When the main camp broke up the Upper Quarters and Frozens were often together and along, with them, the Same as Assinboines or occassionally the Greys and Buffalo Overloaded, usually staying more or less in the vicinity of the Milk River, the center of the territory claimed by the Gros Ventres. Tendons, followed by the Greys and Plenty Bad, moved for winter quarters to the country bounded by the Big Sandy, the Maiias River (at Ft. Benton) and and the Bear Paws; while the Fast Travelers as a rule sought out the country south of the Missouri River towards the Yellowstone River and Crow country, accompanied by perhaps the Coffees. Water Horses Once a Day and Bloods were friendly with each other and joined now and again. And joined now one group and then another. A band which thus followed by two or three others had added prestige.

History - Teaching Unit

Kindergarten - First Grade

Teacher ______________________ 2 Weeks

Objectives:

1. To give a background of Assiniboine or Gros Ventre, and to instill in each child a love for his/her heritage.
2. To have the children know the location of his/her reservation.

Materials:

1. Maps

Procedure:

1. Each day review the trail in which the tribe went.
2. Have the children repeat the trail.
3. Do an activity

Activities:

1. Draw trail on map
2. Color maps
3. Draw location of reservation

Evaluation:

Periodically check students of location of resevation. Approx. 60% of children should be able to locate reservation and know the trail went.

Comments:

History - Teaching Unit

Second Grade

Teacher ____________________ 2 Weeks

Objectives:

1. To give a background of Assiniboine or Gros Ventre, and to instill in each child a love for his/her heritage.
2. To have the children know the location of his/her reservation.

Materials:

1. Maps

Procedures:

1. Each day review the trail in which the tribe went.
2. Have the children repeat the trail.
3. Do an activity

Activities:

1. Draw trail on map
2. Color maps
3. Draw location of reservation

Evatuation:

Periodically check students on location of reservation. Approx. 60% of children should be able to locate reservation and know the trail their tribe went.

Comments:

East of the Blackfeet, and north of the Crow, two smaller Indian groups settled: Atsina (Gros Ventre) and the Assiniboine. With an Algonquin heritage, the Atsina originated in the Minnisota region, but fled before more powerful Cree and Sioux tribes. The Atsina allied with the Piegan and shared a reputation of war and hostility toward American settlers and exployers.

Assiniboine Indians also moved from the upper regions of the Mississippi River into the plains of Canada and the northeastern corner of Montana. Originally part of the Yanktonai branch of the Sioux Nation, the Assiniboine yeilded to pressure from the Chippewa, Cree and Sioux. They left their homeland and moved west. Quickly the Assiniboine adapted to plains life and became good horseman and mounted warriors. Only the Smallpox epidemic of the 1830's broke their strength.

By the early nineteenth century, the Atsina (Gros Ventre) and Assiniboine roamed central Montana. The boundaries between tribes were not fixed. No tribe owned the land, but each claimed its use and a specific hunting ground.

The Fort Belknap Reservation for the Gros Ventre and the Assiniboine originally included land between the Little Rockies and Milk River, but in 1895 it shrunk to just over 600,000 acres.

History - Teaching Unit

Third and Fourth Grades

Teacher ____________________ 2 Weeks

Objectives:

1. To give a background of Assiniboine or Gros Ventre, and to instill in each child a love for her/his heritage.
2. To have the children know the location of his/her resevation and the other reservations.
3. To know the definitions of an Indian.
4. To know the definition of a tribe.

Materials:

1. Map

Procedure:

1. To give a background of the Indians trail from the east to Canada to here.
2. Each day review, introduce the definition of a tribe, or an Indian.
3. Know the location of reservations.

Activity:

1. Draw trail of your tribe.
2. Draw the reservations on a map.
3. Color the resevations.

Evaluations:

1. Approx. 75% of students should know the location of his/her reservation plus the other reservations.
2. Approx. 75% of students should know the trail their ancestors took, the definition of tribe and Indian.

Comments:

Definitons

A. The three standard rules for and Indian.
   1. Members of a federal recognized tribe.
   2. 1/4 or more blood of that federal recognized tribe.
   3. Native of Alaska.

B. What is an Indian Tribe
   1. Any tribe, organized band, pueblo, or group living on a reservation.

C. The seven (7) Reservations of Montana
   1. Flathead: Confederate Salish Kootani
      Flathead

   2. Blackfeet: Blackfeet Proper
      Piegans
      Bloods

   3. Crow: Crow

   4. Ft. Belknap: Gros Ventre
      Assiniboine

   5. Rocky Boy: Chippewa
      Cree

   6. Northern Cheyenne: Cheyenne

   7. Ft. Peck: Assiniboine
      Sioux

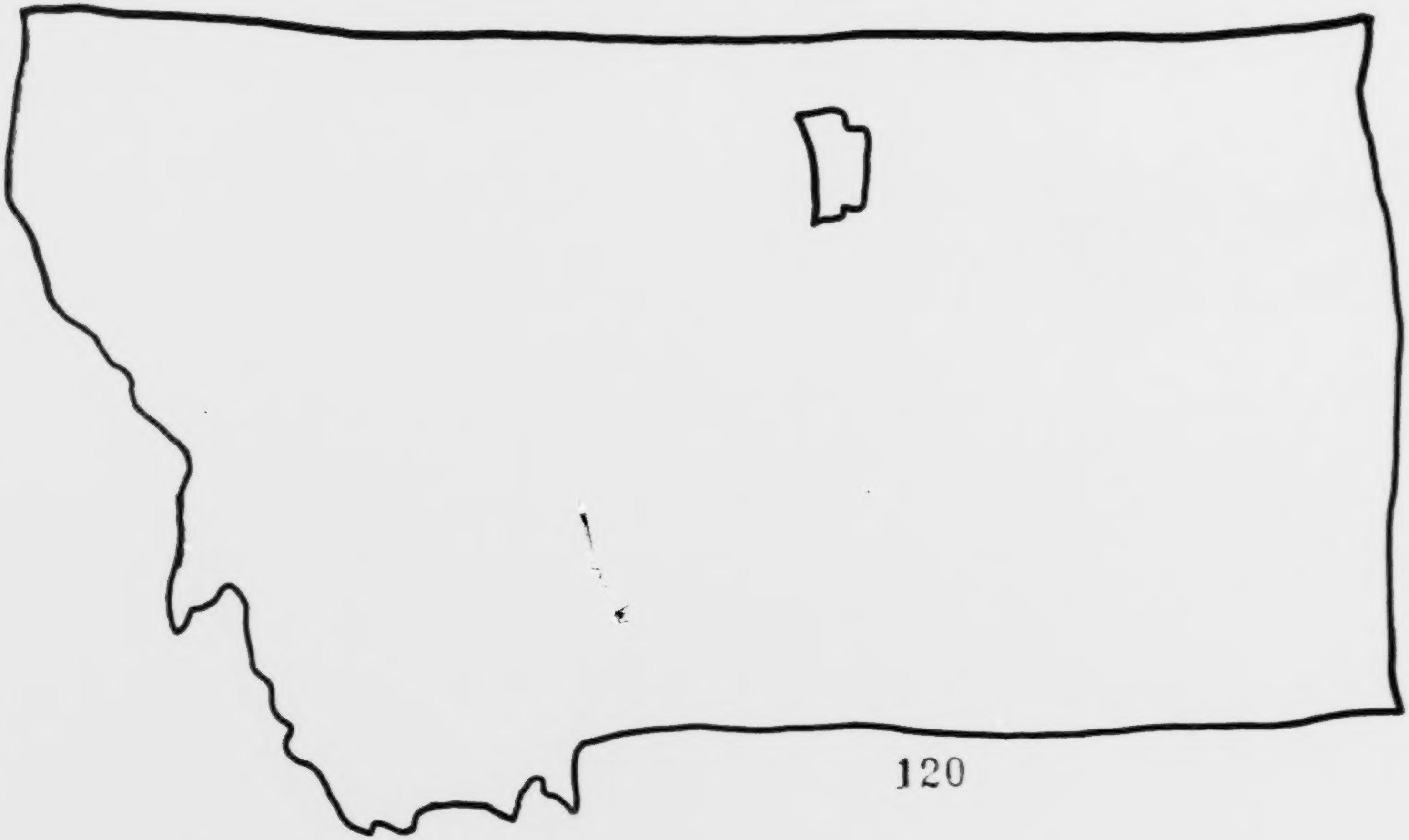
East of the Blackfeet, and north of the Crow, two smaller Indian groups settled: Atsina (Gros Ventre) and the Assiniboine. With an Algonquin heritage, the Atsina originated in the Minnesota region, but fled before more powerful Cree and Sioux tribes. The Atsina allied with the Piegan and shared a reputation of war and hostility toward American settlers and explores.

Assiniboine Indians also moved from the upper regions of the Mississippi River into the plains of Canada and the northeastern corner of Montana. Originally part of the Yanktonia branch of the Sioux Nation, the Assiniboine yeilded to pressure from the Chippewa, Cree and Sioux. They left their homeland and moved west. Quickly the Assiniboine adapted to plains life and became good horseman and mounted warriors. Only the Smallpox epidemic of the 1830's broke their strength.

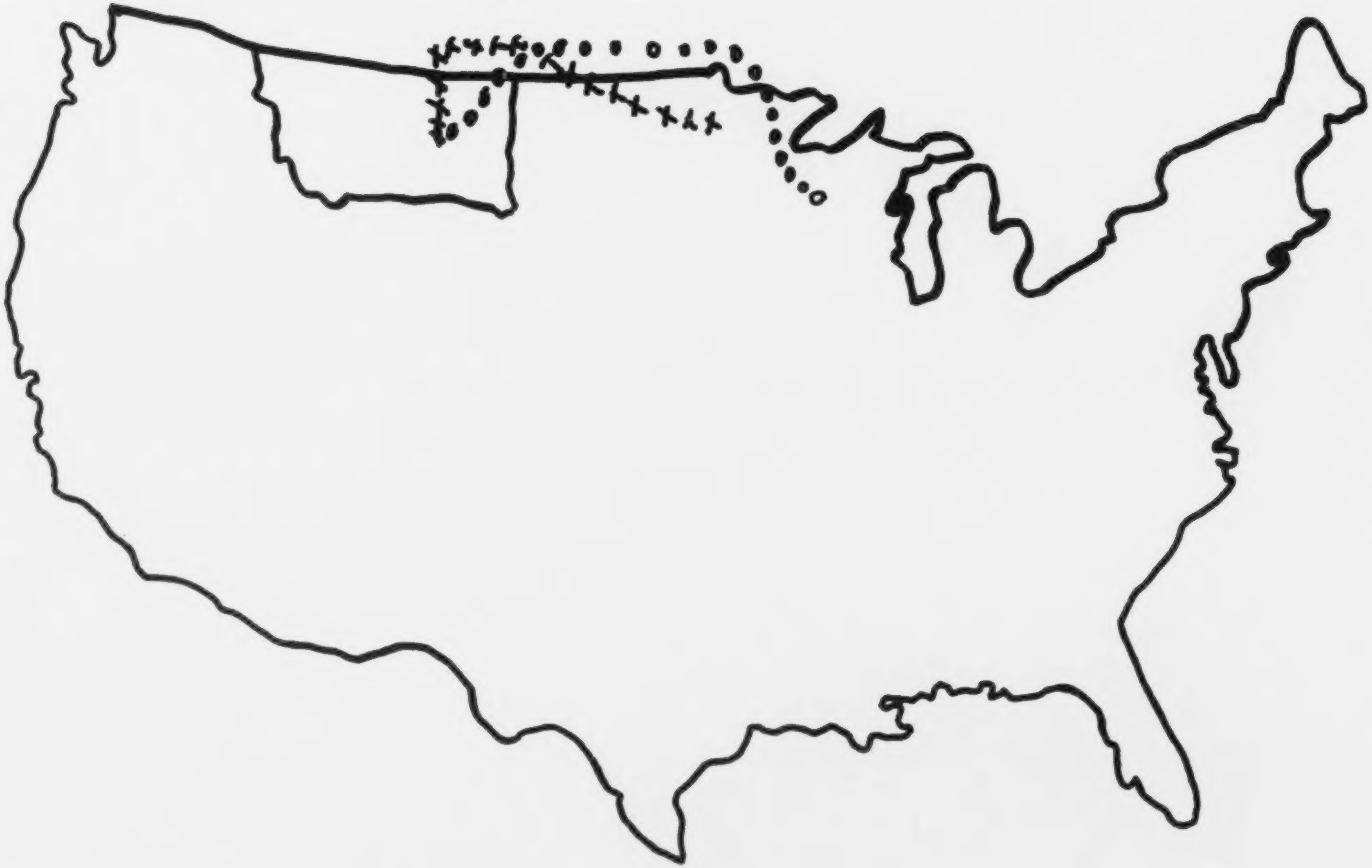
By the early nineteenth century, the Atsina (Gros Ventre) and Assiniboine roamed central Montana. The boundaries between tribes were not fixed. No tribe owned the land, but each claimed its use and a specific hunting area.

Eastward expansion pushed white settlers to the boarders of Montana's Indian reservations. In short order, pressure developed to restrict the size of these preserves. Blackfeet, Gros Ventre, Assiniboine and Crow reservations occupied most to the region north of the Missouri, south of the Yellowstone and east of the mountains in the 1860's. As agriculture and livestock ranges expanded, Indians land shrank.

The Fort Belknap Reservation for the Gros Ventre and the Assiniboine originally included land between the Little Rockies and Milk River, but in 1895 it shrank to just over 600,000 acres.

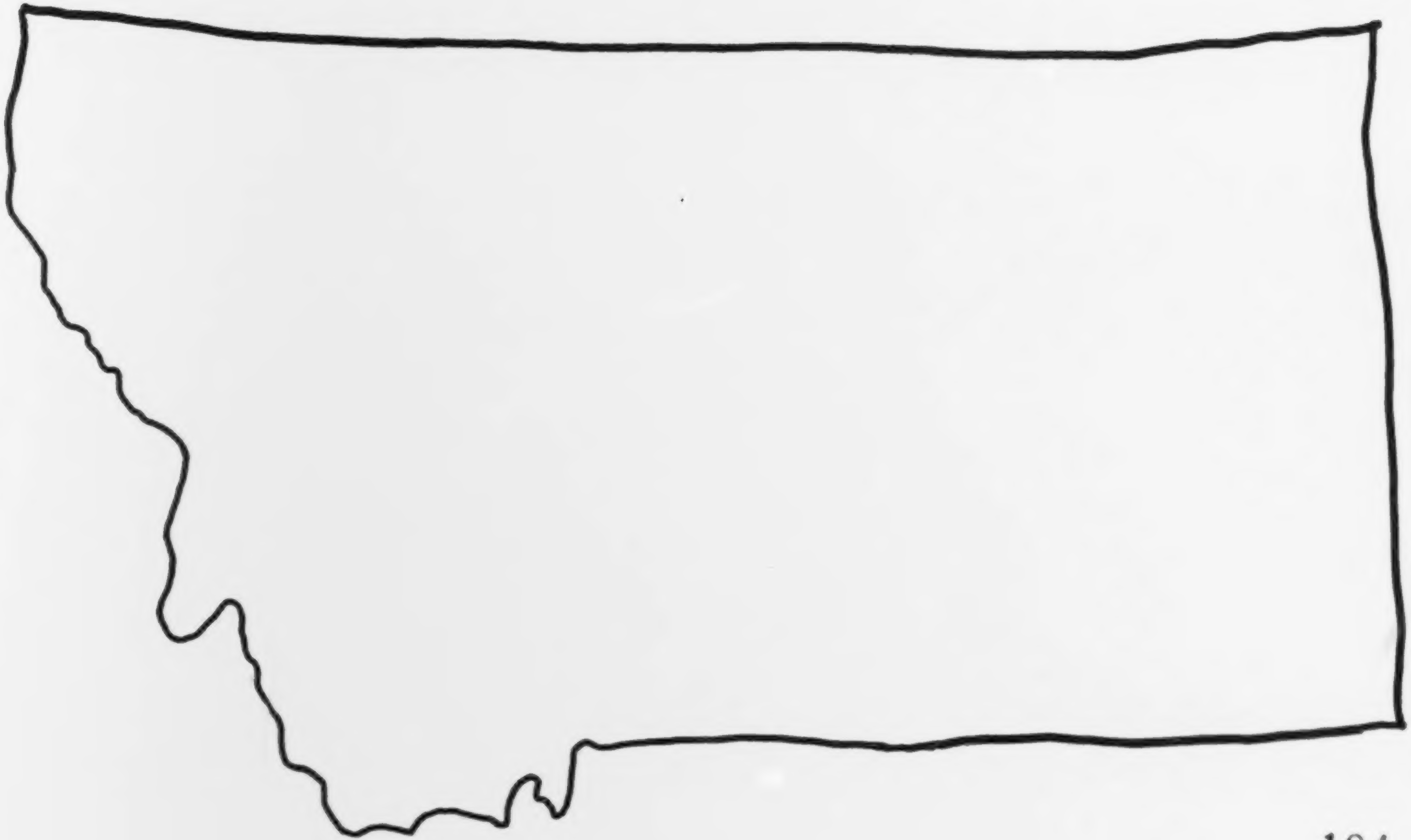


THE LOCATION OF THE FORT BELKNAP RESERVATION

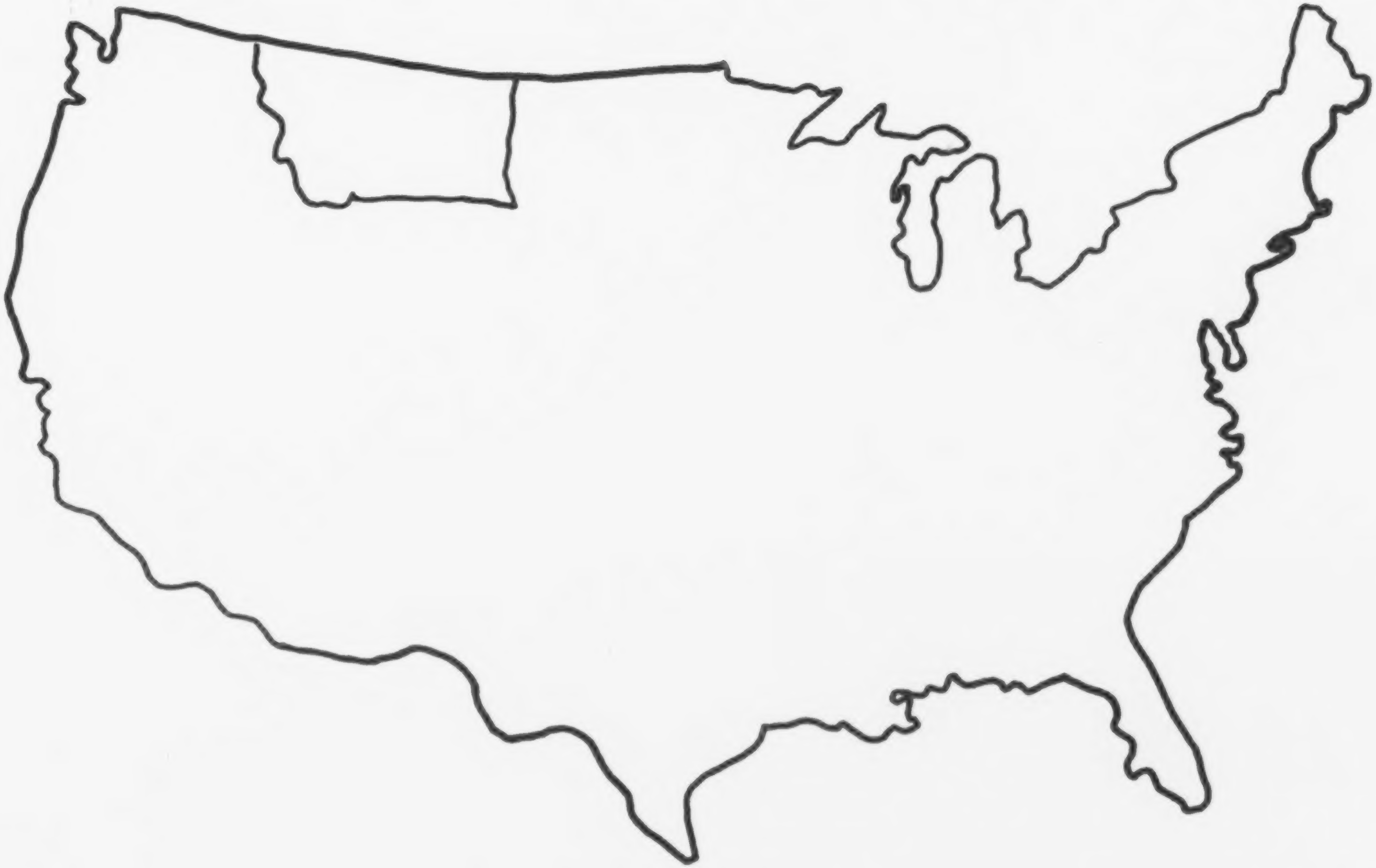


Gros Ventre Trail --------- xxx

Assiniboine Trail --------- ooo

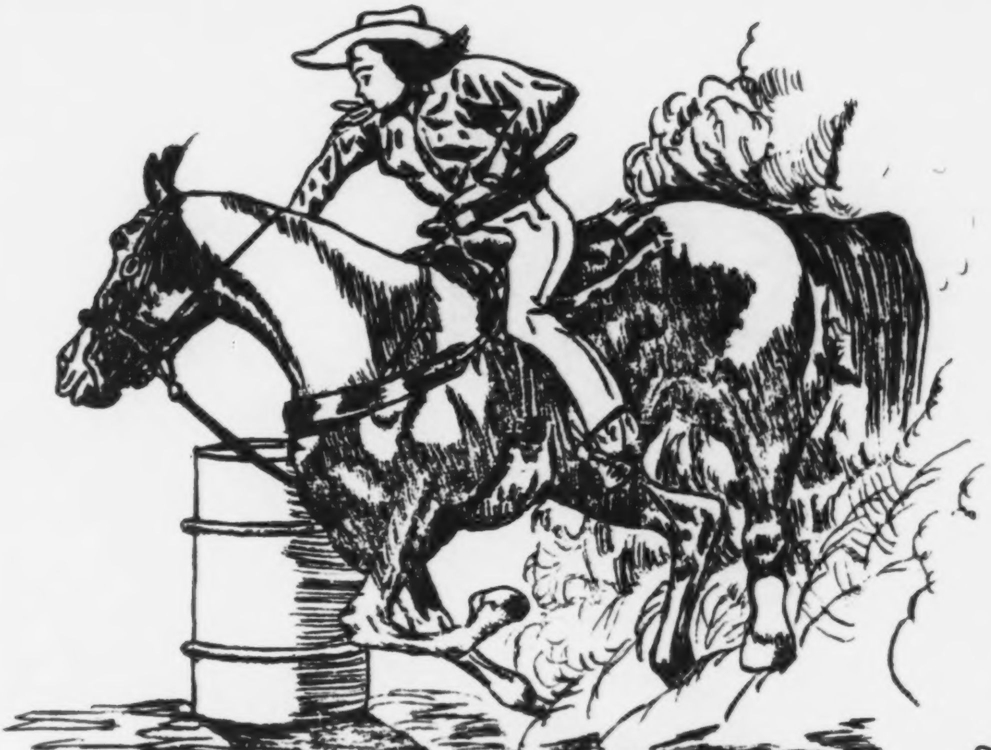


DRAW THE LOCATION OF YOUR RESERVATION

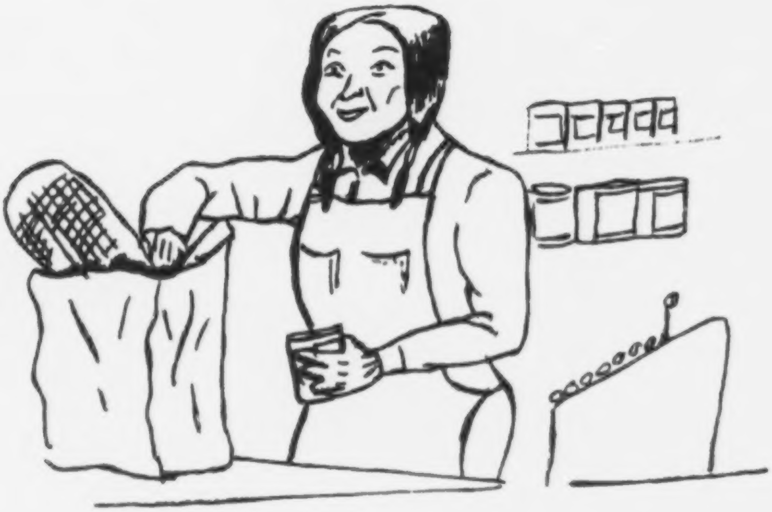


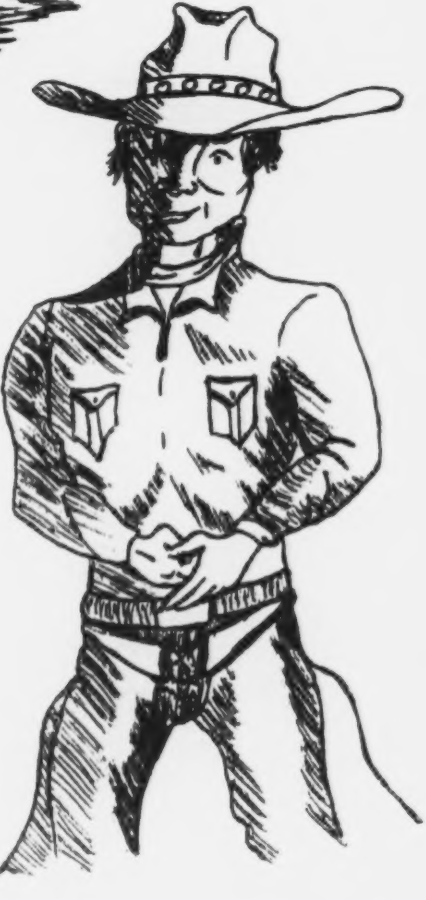
DRAW THE TRAIL YOUR TRIBE TOOK TO MONTANA

Do you know any Native Americans that have these occupations?



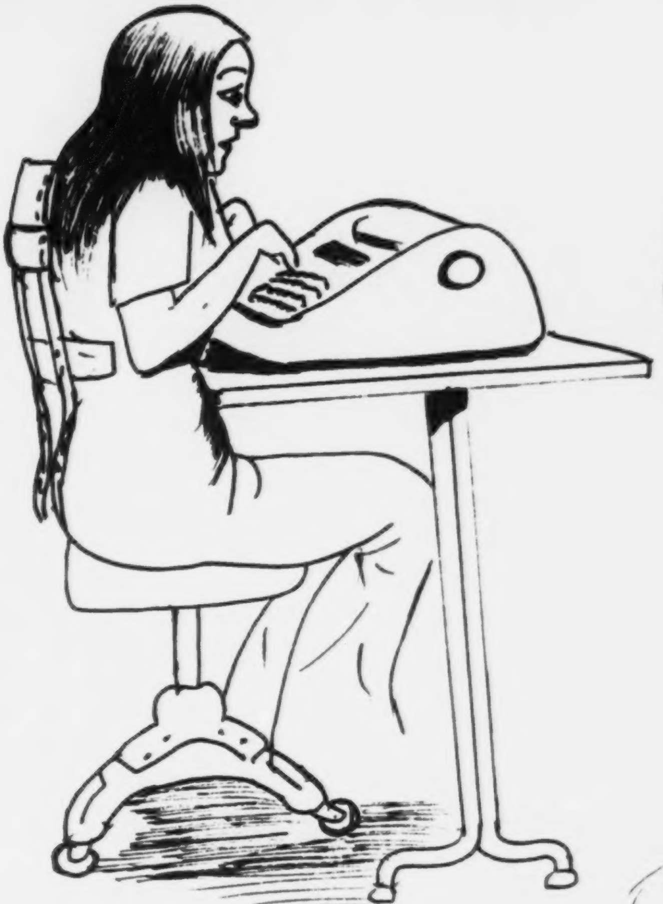
Barrel Racer

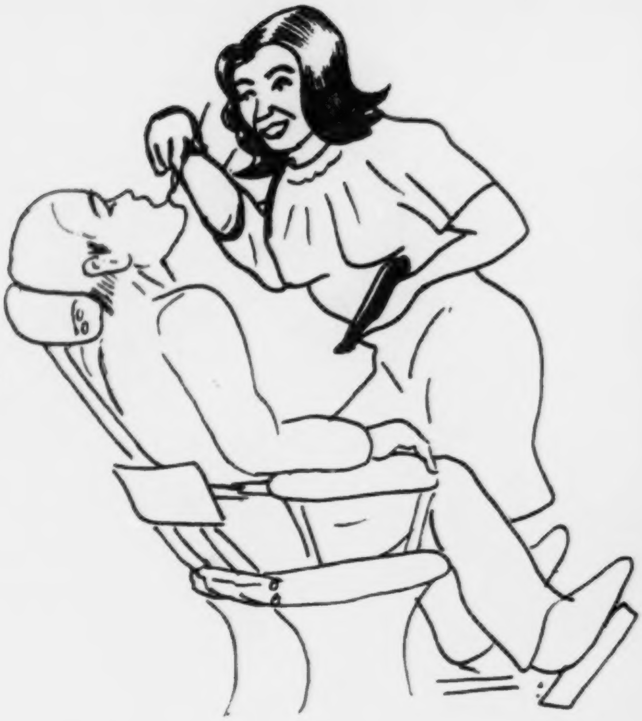


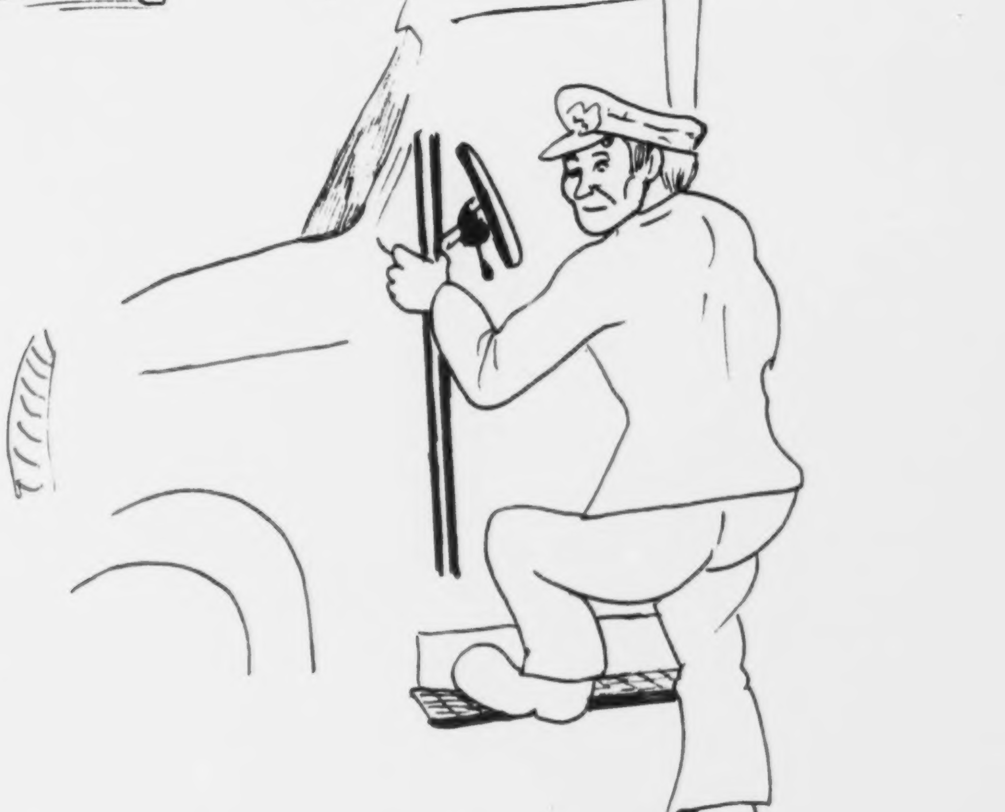


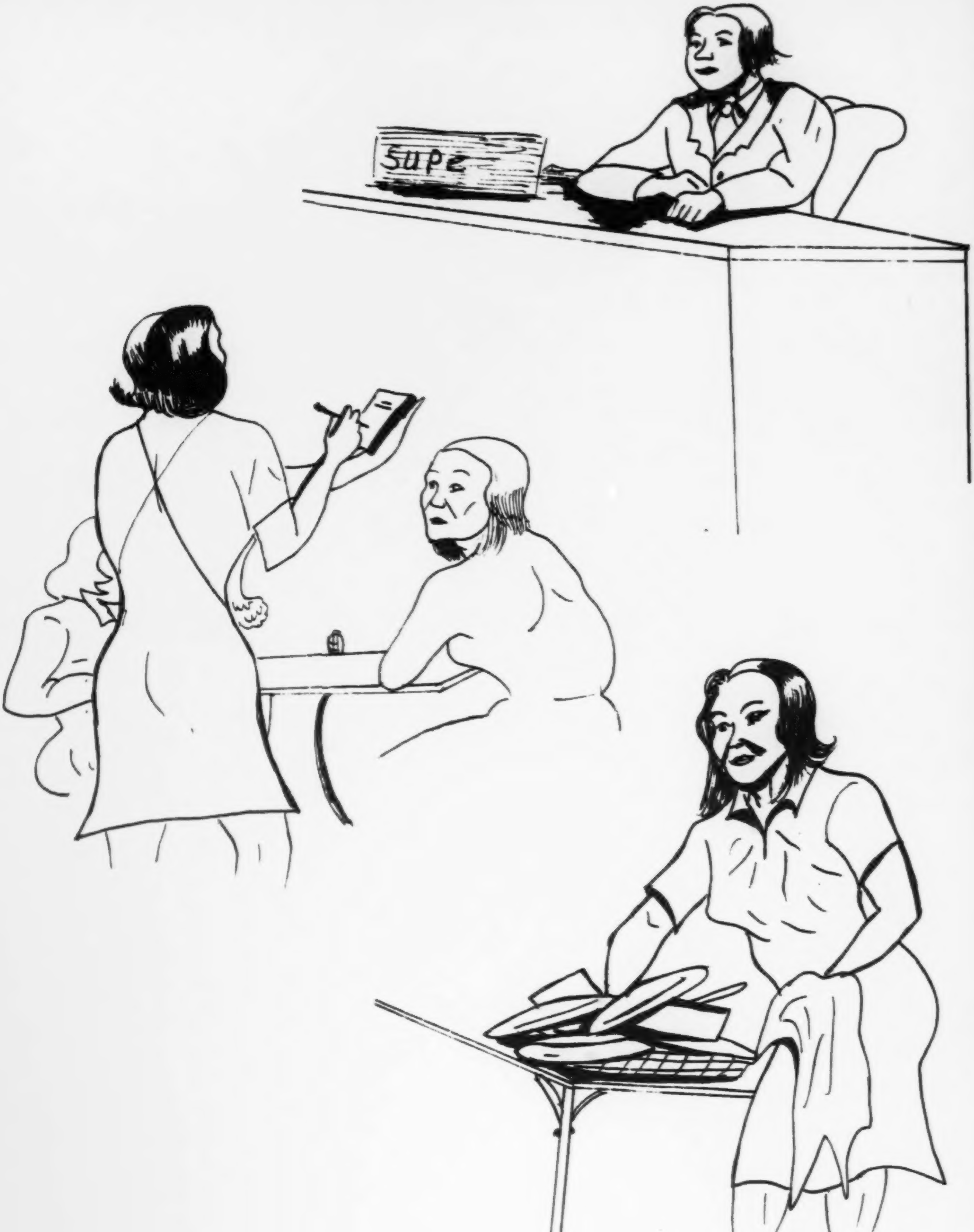
Clerk

Cowboy





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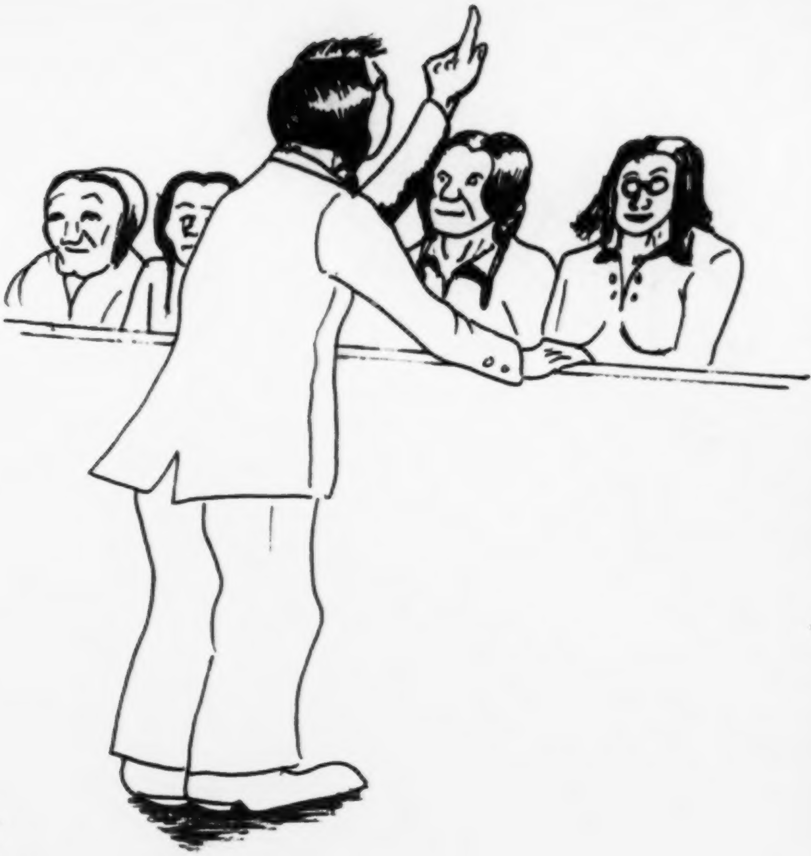
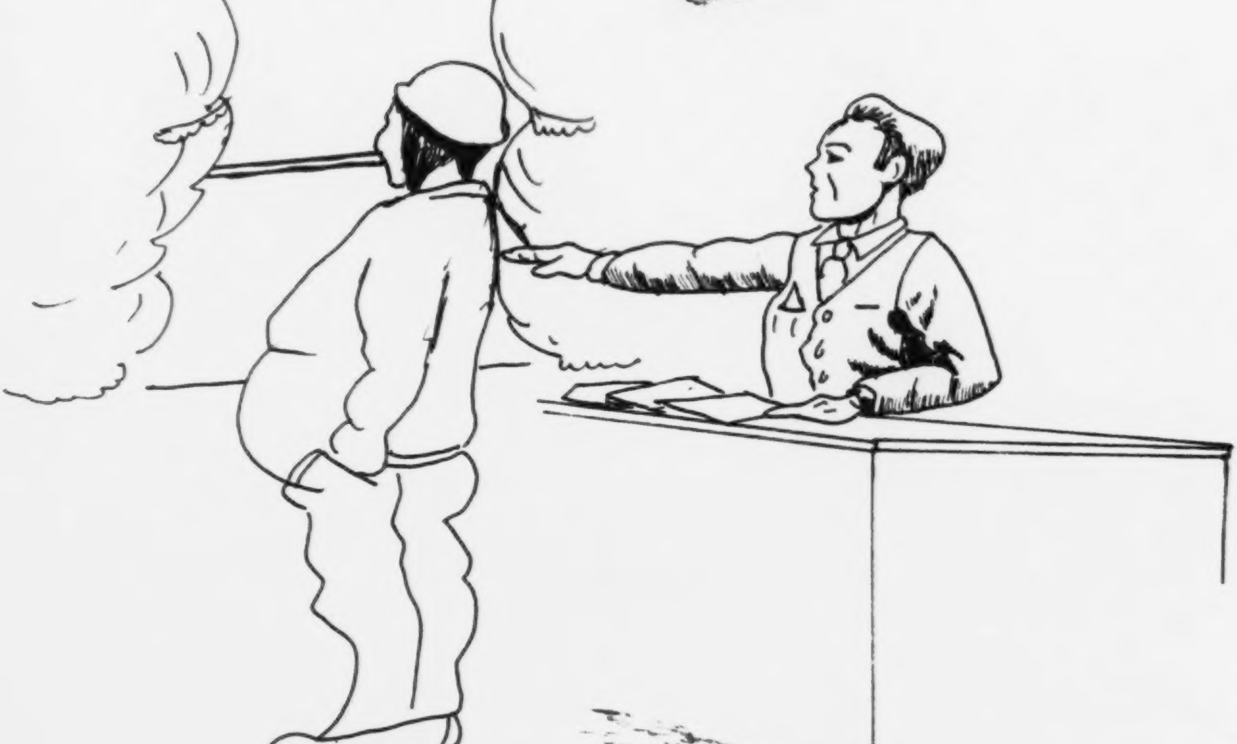
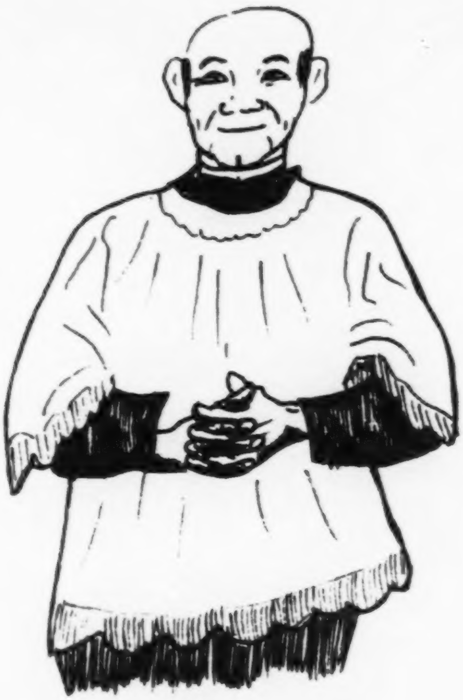
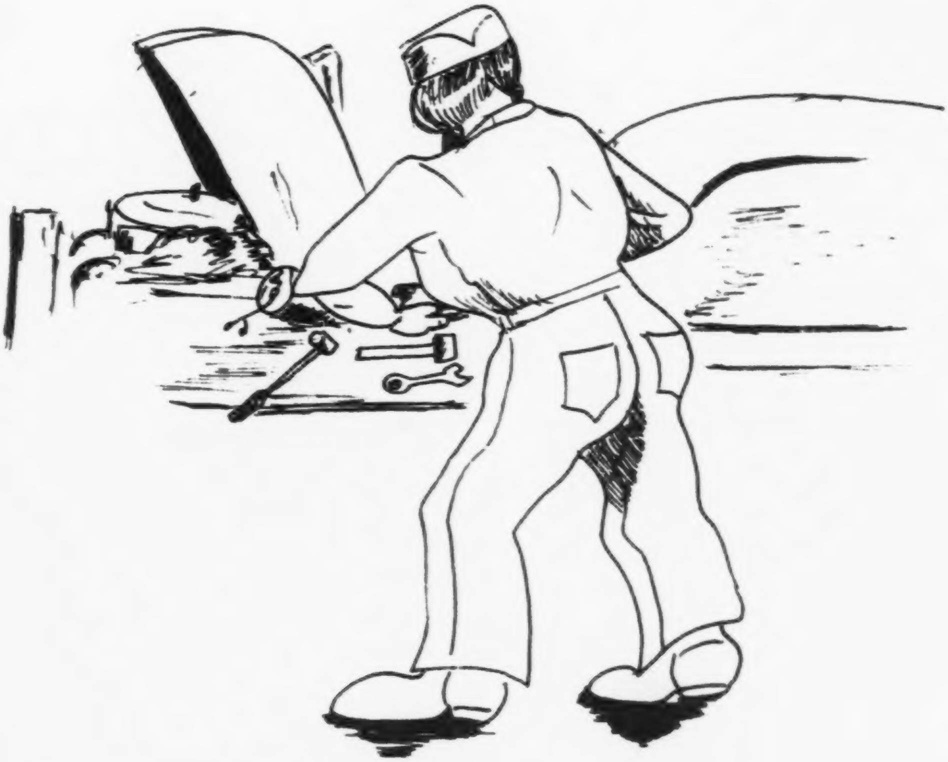
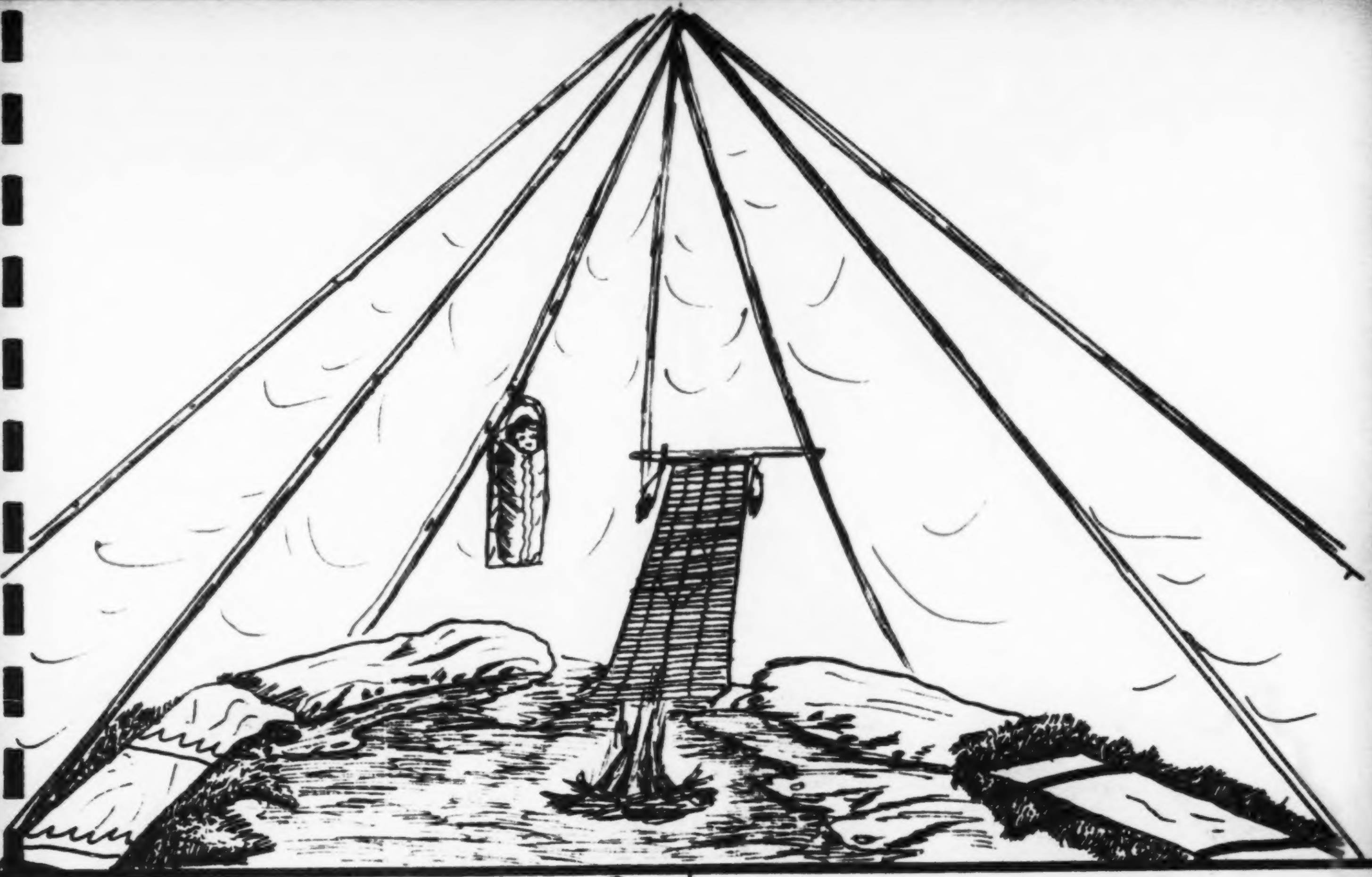




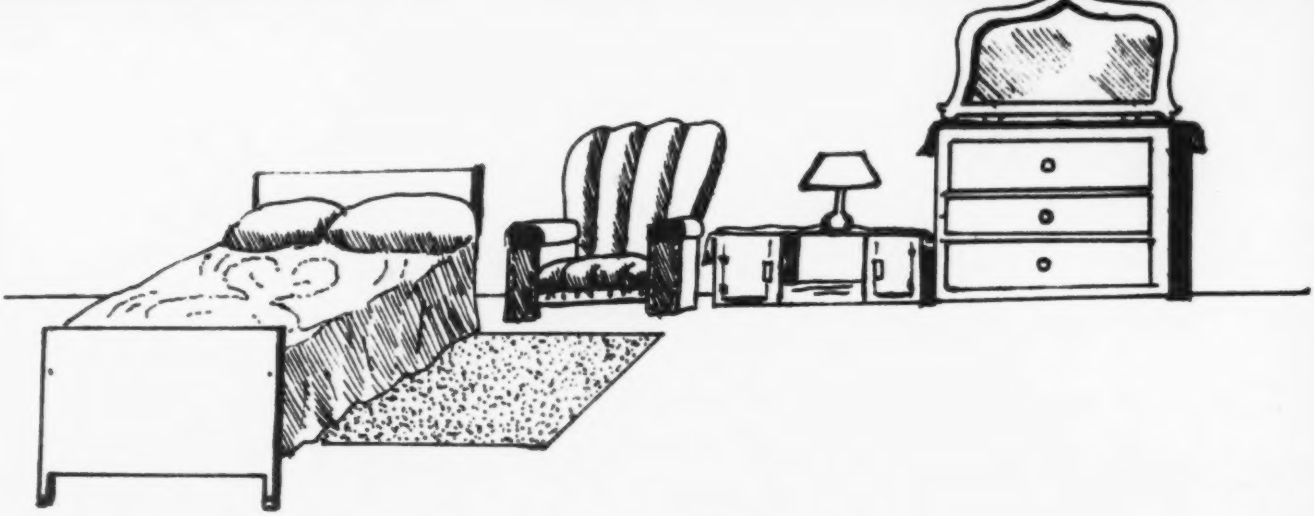




Comparing The Past and The Present Ways of Living



Past



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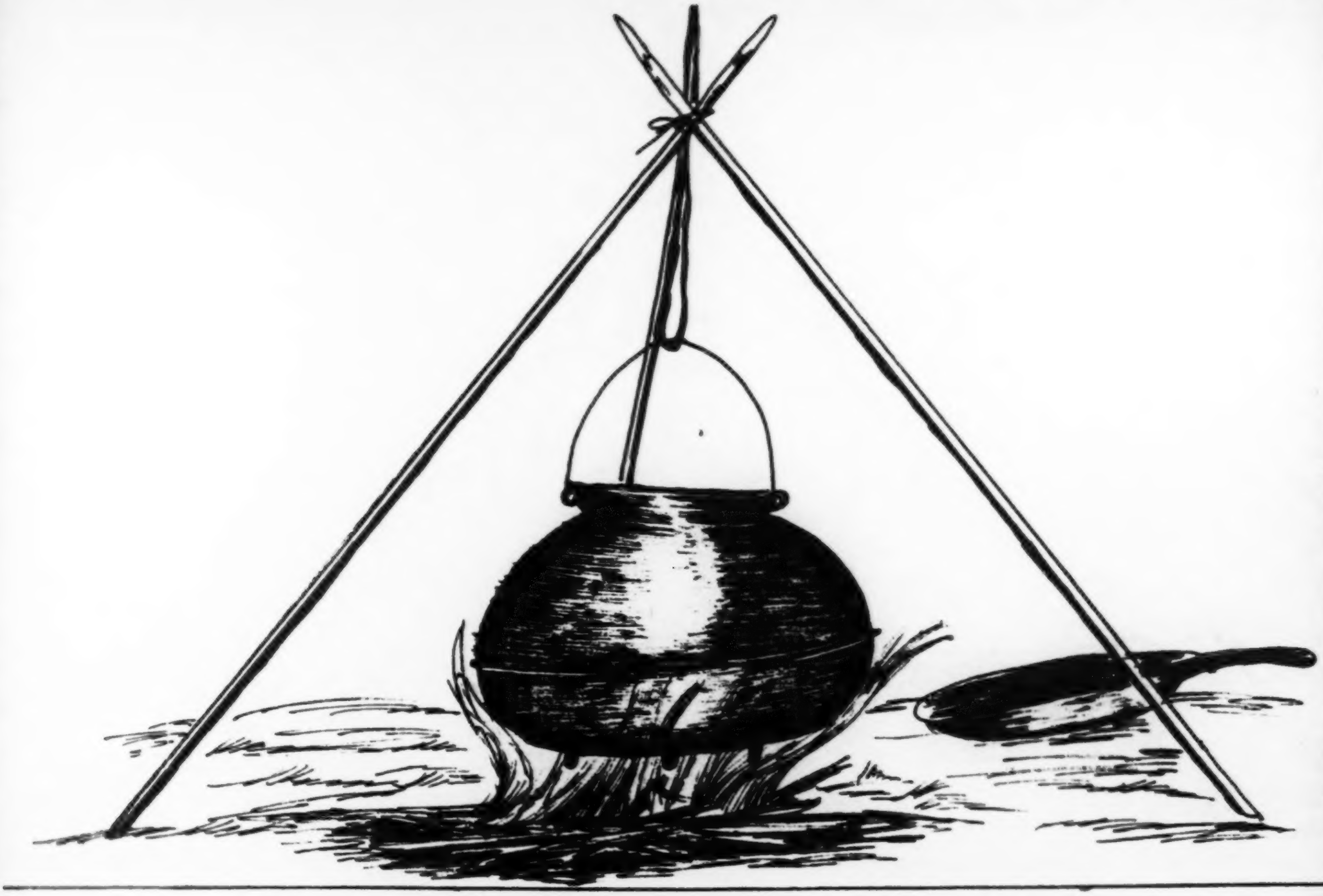

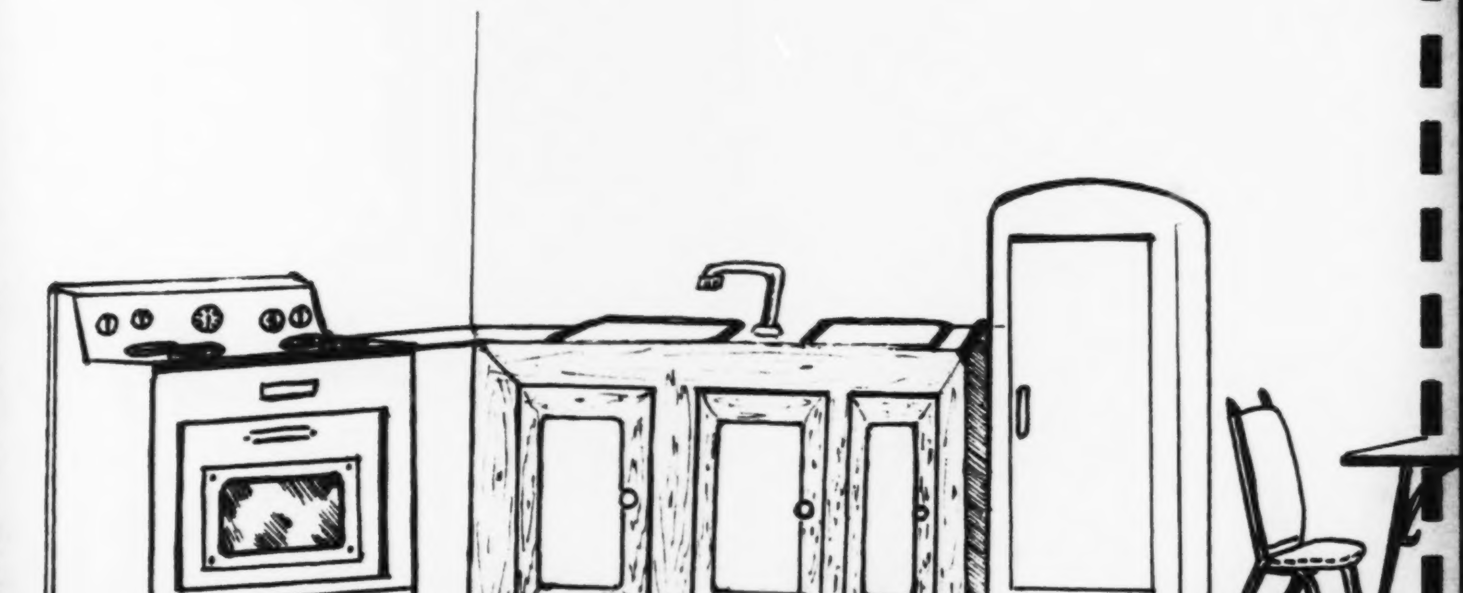

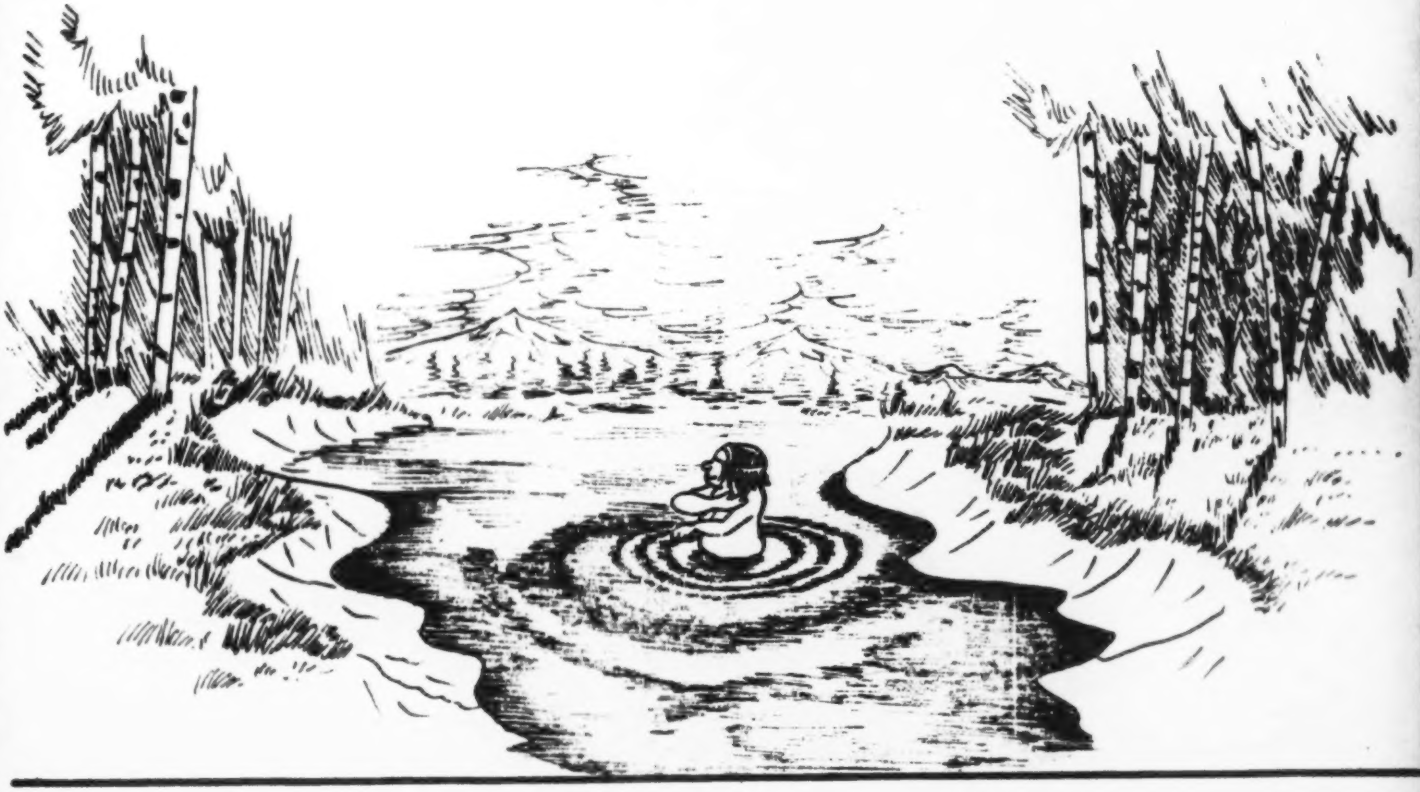

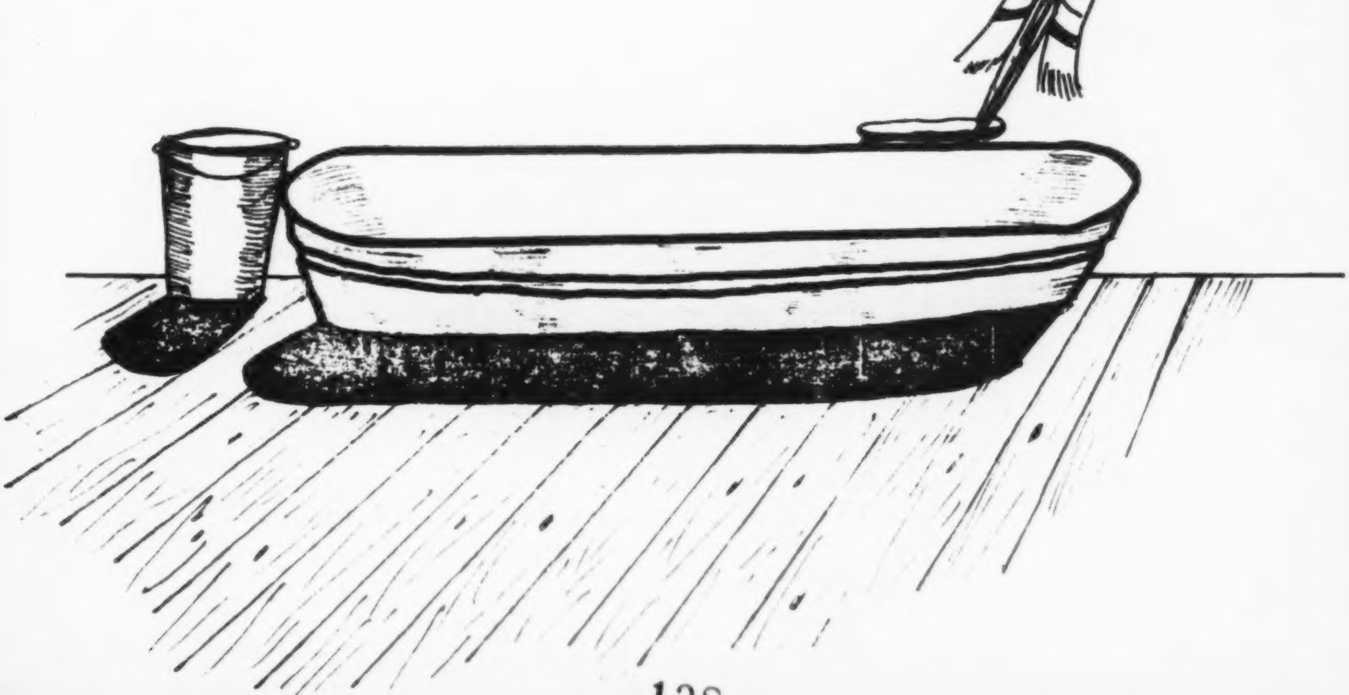

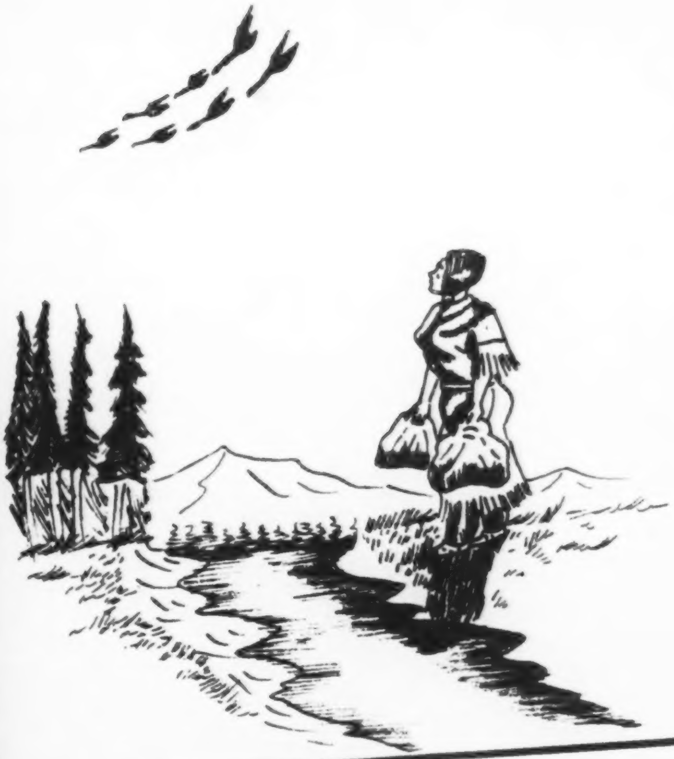

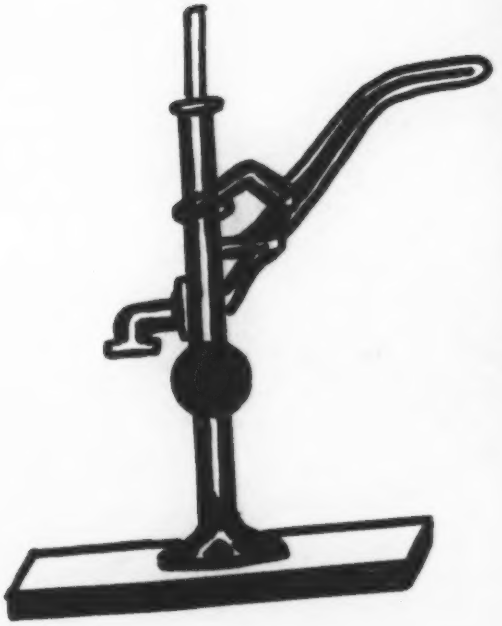

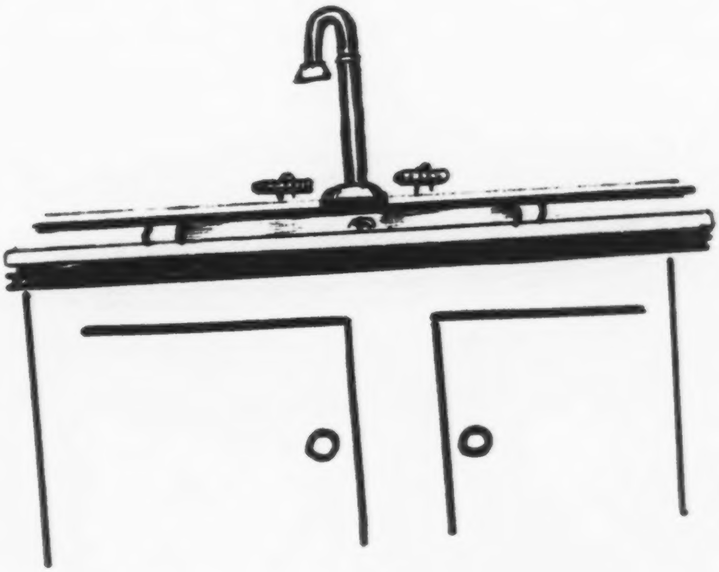

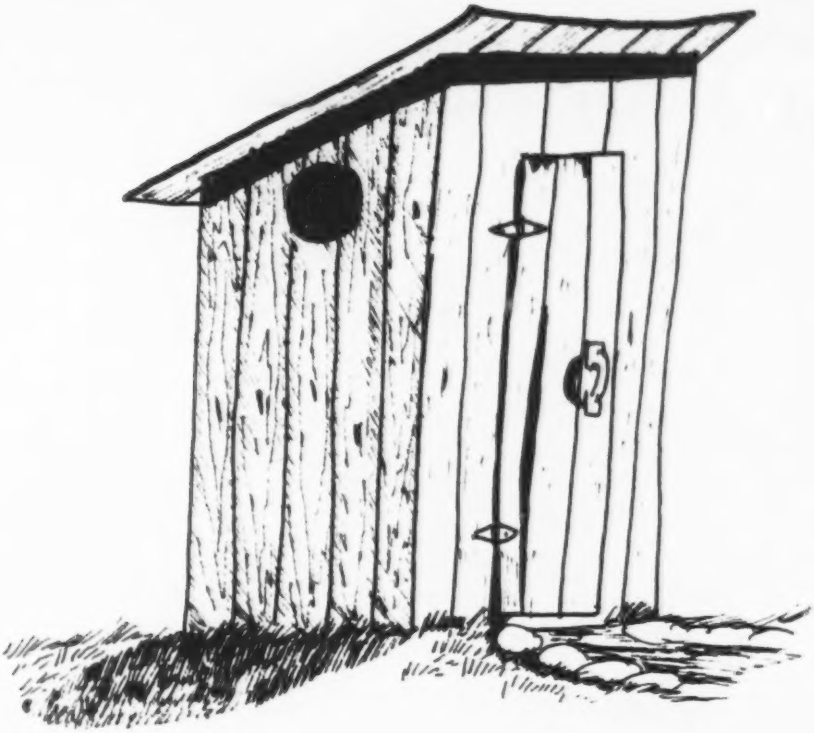

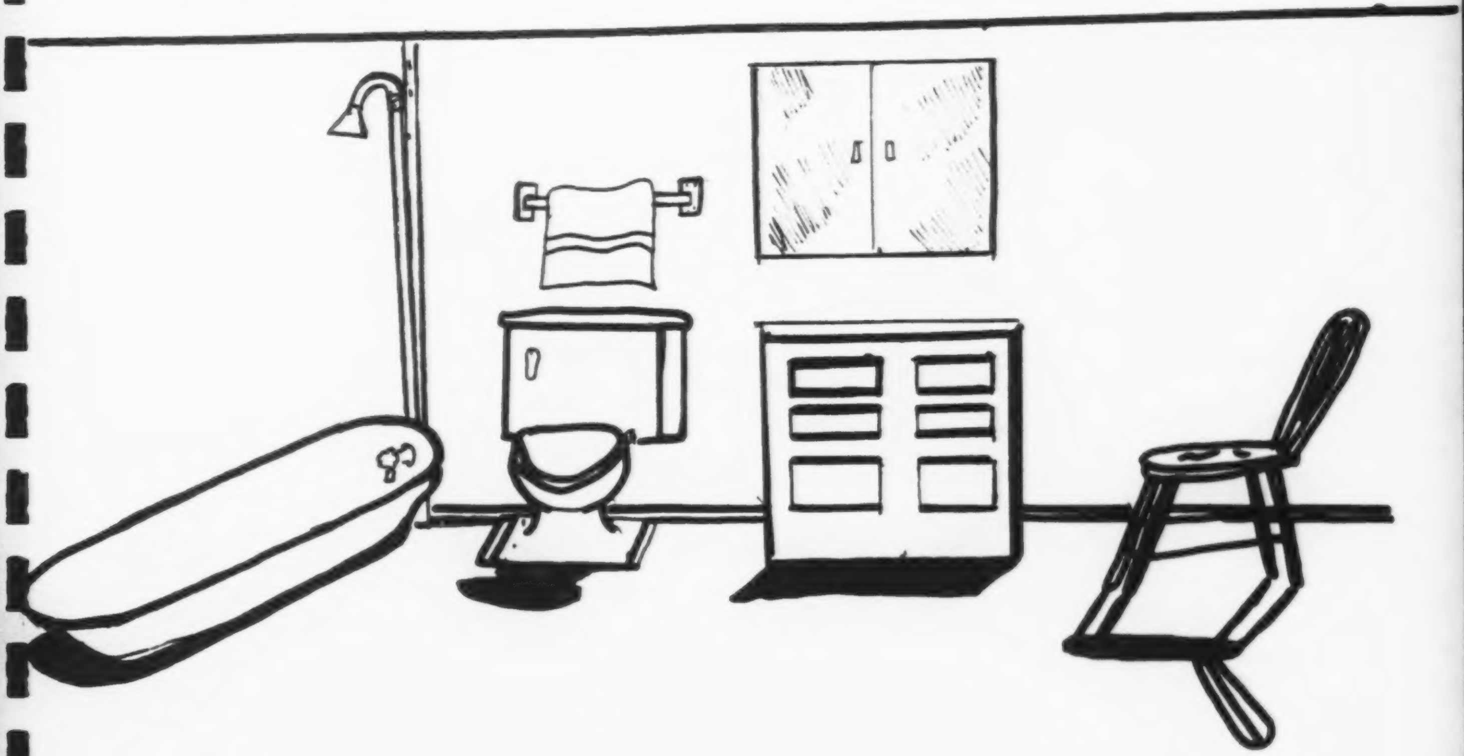

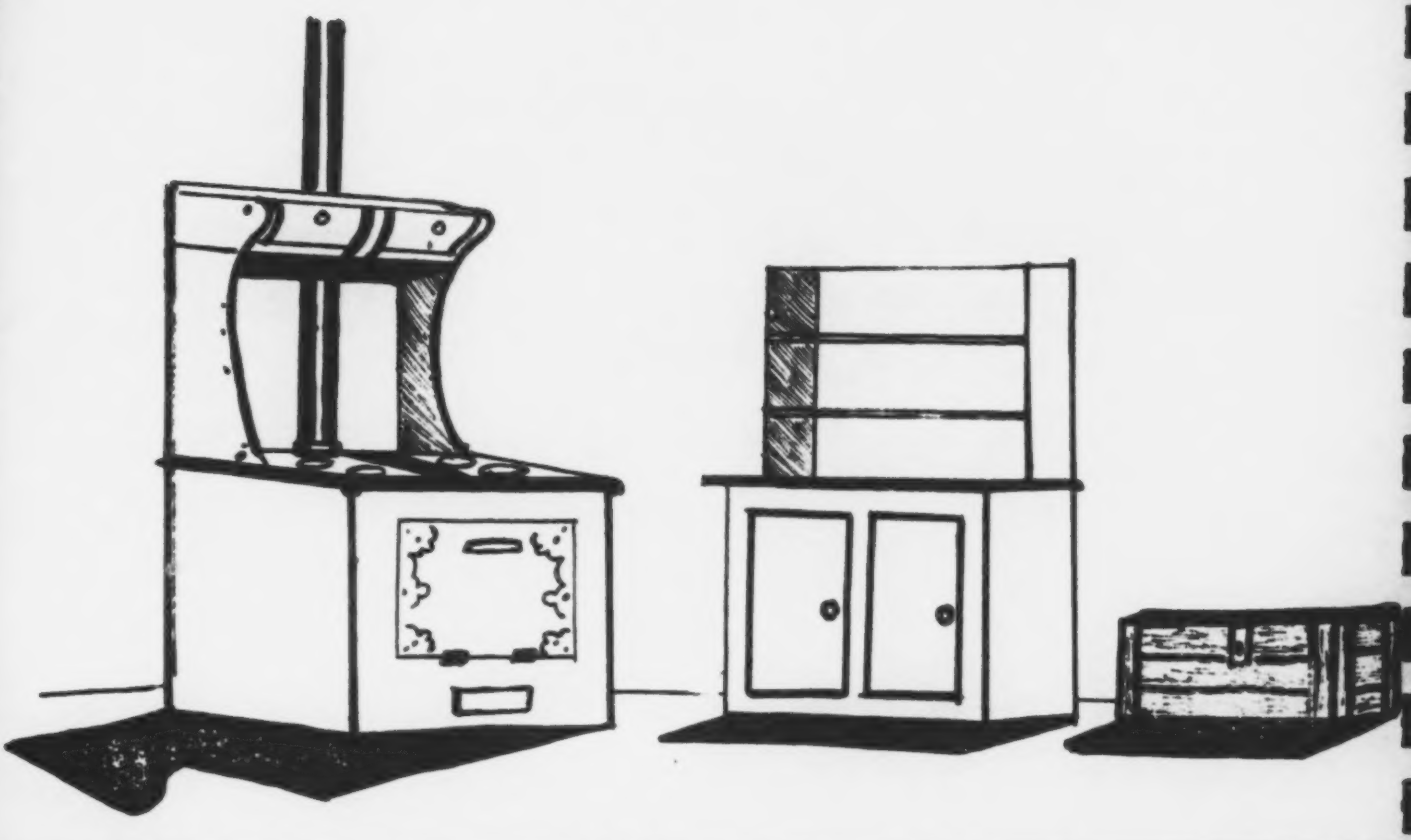

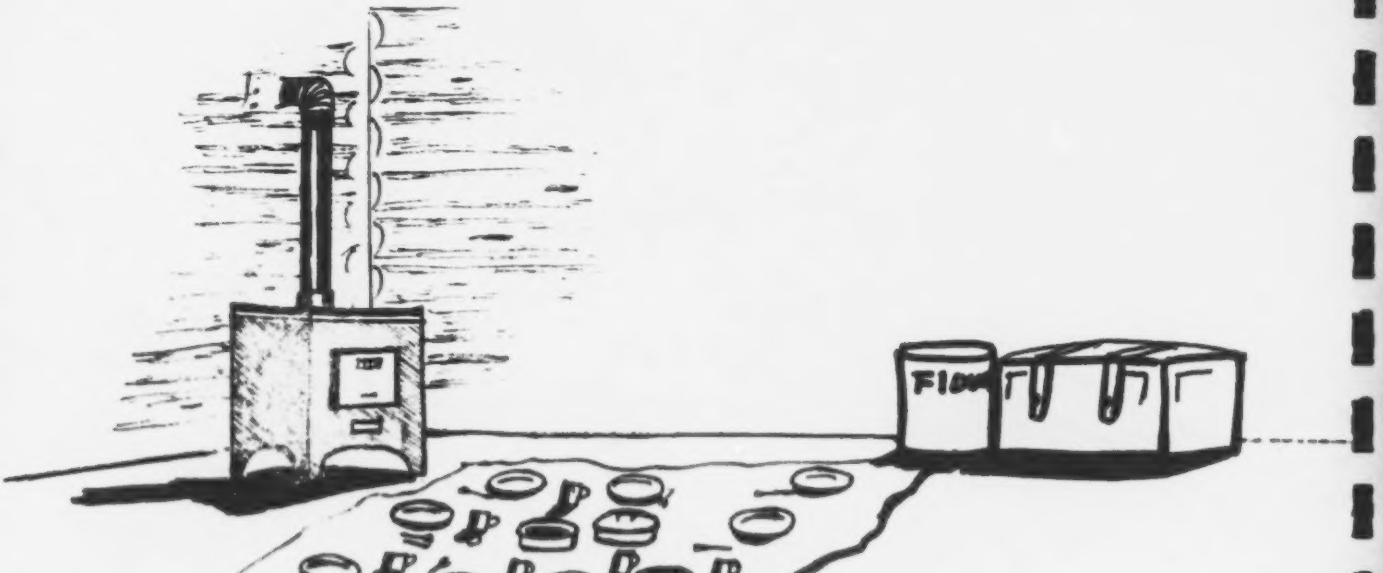
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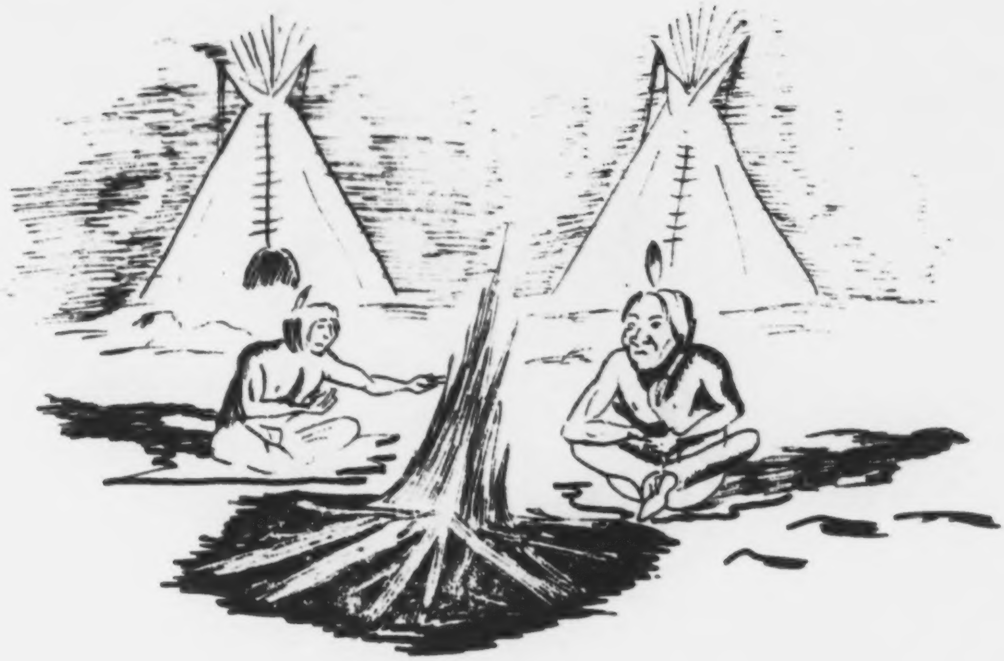
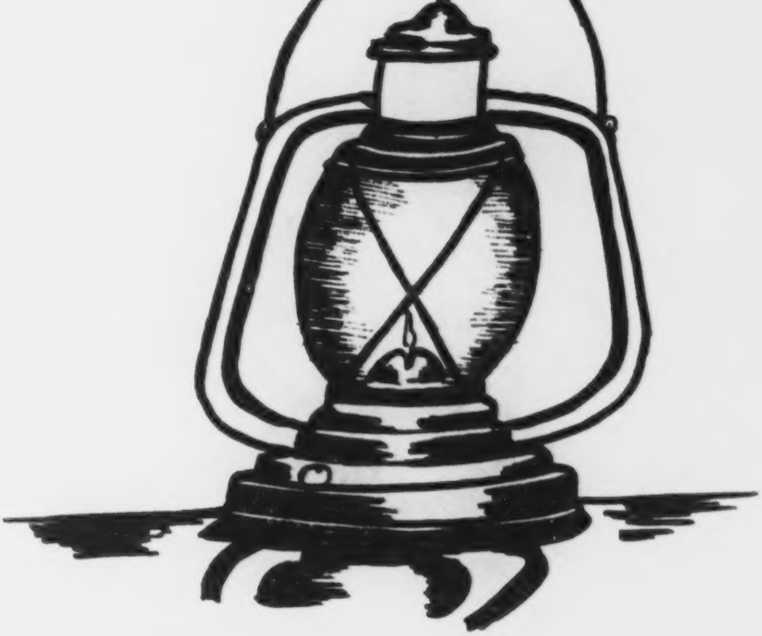
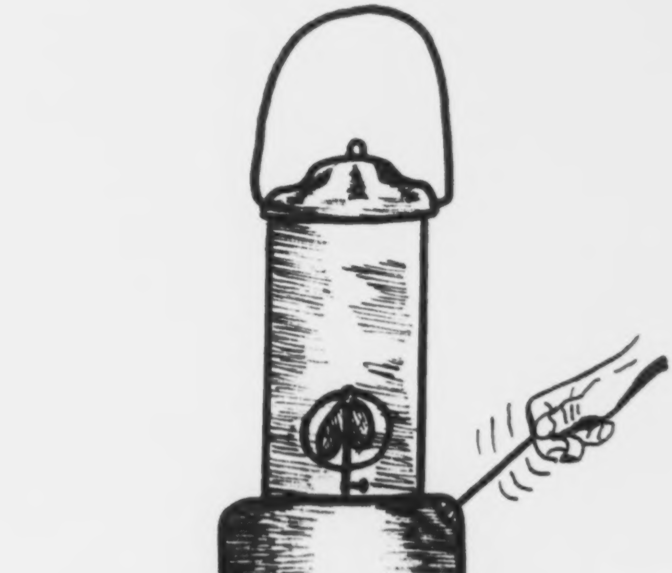
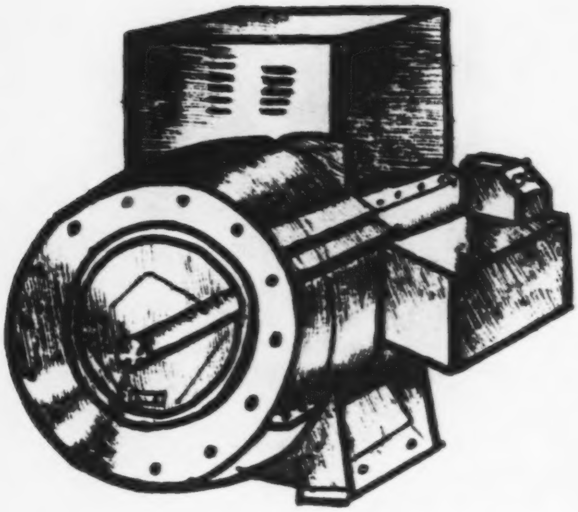
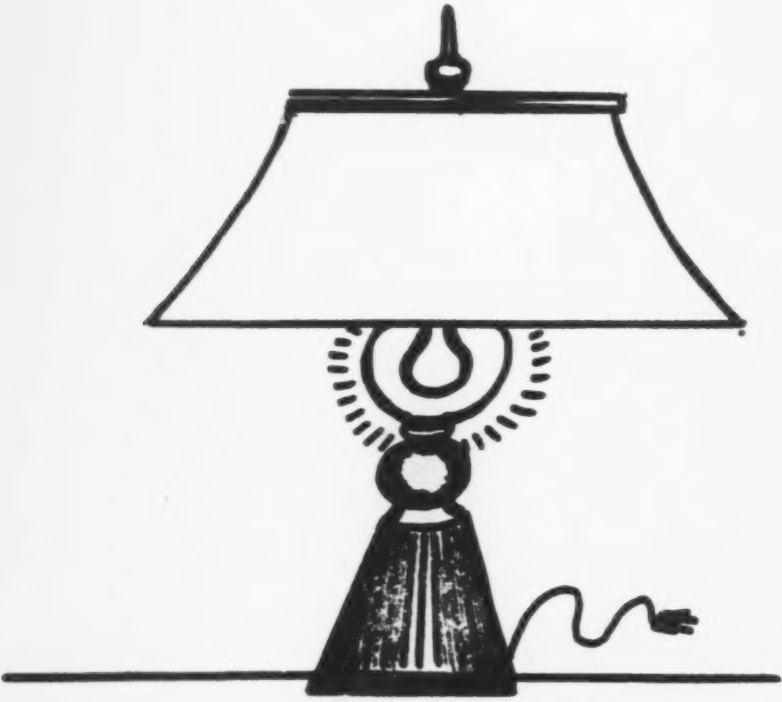
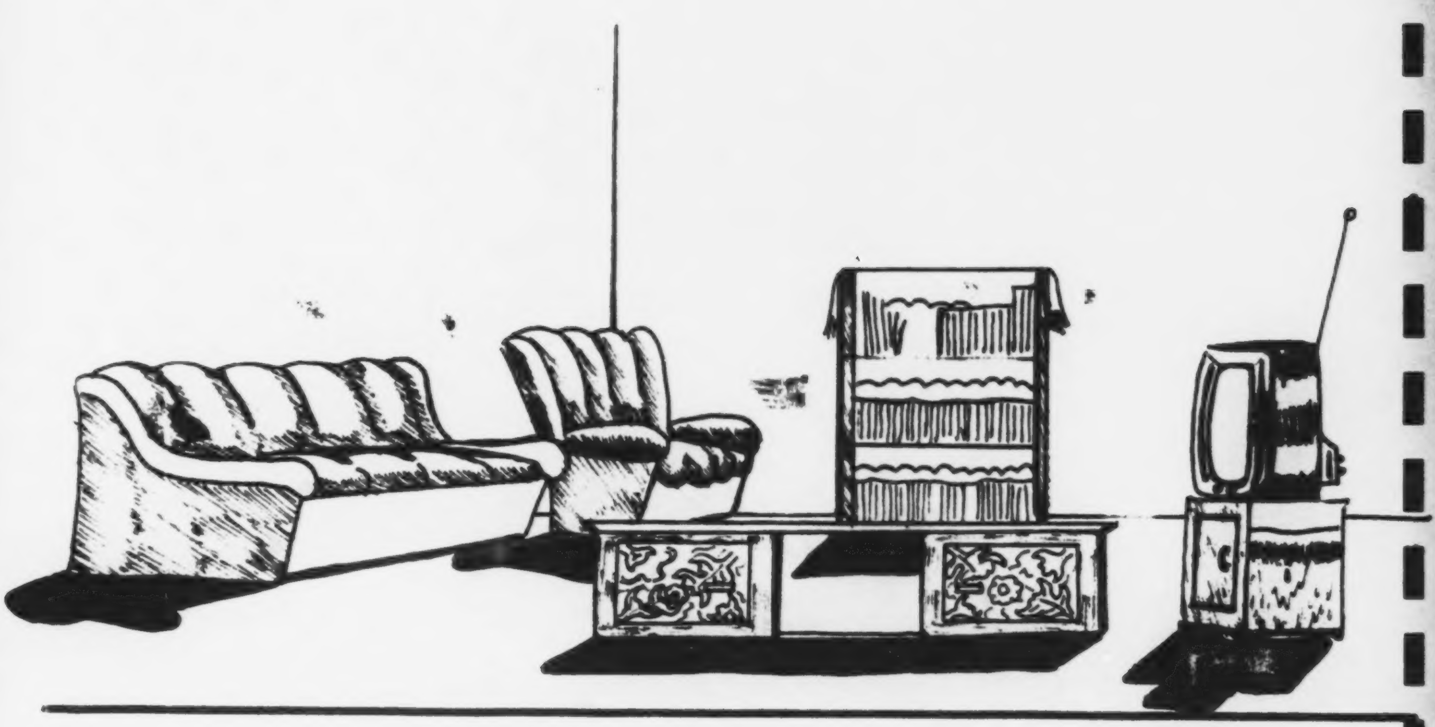












Clothing

Before the coming of the White man the essential clothing was made from dressed skins.

The typical clothing of the Northern Plains included a shirt, (sometimes) deerskin apron, leggings going as far as the hip instead of pants, moccasins and a buffalo robe for the men. Women wore a long dress of deer, extending from her shin to the feet, knee-high leggings and moccasins.

Since the coming of the fur traders, missionaries etc. the Native American wears clothes just like the Whiteman.

The only time the Native American wears his native costumes is for ceremonial purposes.

Clothing

Objectives

1. To be able to say the names of clothing in their language.

Materials

1. Flash cards
2. Language master
3. Use of the elders, to say the words.

Name	Gros Ventre	Assiniboine
scarf		Na put tug
sweater		Shew wic gung ga jew wich
coat	Auk go be thoats	Chew we ka nu ga
pants		Hus ka
shoes	Wunn	Cham ba
Overshoes		Os ne hum ba
dress	Be thoat	Sunk shungs
stockings or socks	Wa thon	O yak u
underclothes		Ma hay da on
belt		En pi og
hat	Ah dah	Wop pa ha
shirt		Zizi be na wek nug
cap		Wa pa ha shunk

First Day of Instruction

1. Introduce the words for sweater and coat.
2. Have the elders say the word for each.
3. Let the class repeat them several times.
4. Hold up a flash card of a sweater and a coat, have the class say what it is.
5. Point or touch someones coat and sweater, let each child say the word for them both.
6. Do an activity.

Second Day of Instruction

1. Review the words for sweater and coat.
2. Introduce the words for dress and overshoes.
3. Have the elders say the words several times.
4. Let the class repeat the words.
5. Have each child say the words.
6. Have the students draw a picture of the dress long ago and the present.

Third Day of Instruction

1. Review the words for sweater, coat, dress, and overshoes.
2. Introduce the words for pants and shoes.
3. Have the elders say the words several times.
4. Have each child touch his pants or shoes and say the words.
5. Have them draw a picture of their shoes and pants.

Fourth Day of Instruction

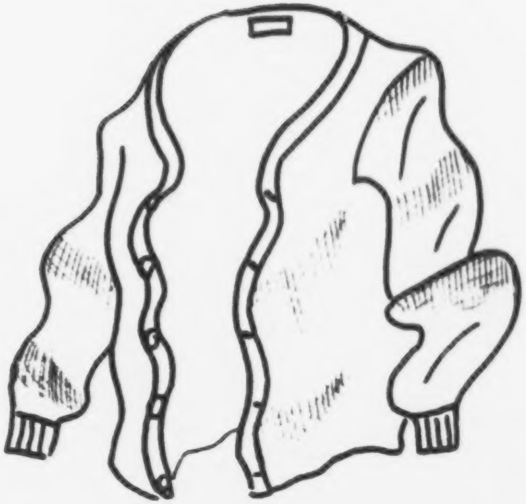
1. Review the words they've had previous.
2. Introduce the words for stockings and underclothes.
3. Have the elders say the words several times, having the class repeat right afterwards.
4. Holding a flashcard of underclothes or stockings, have each student say what they are.

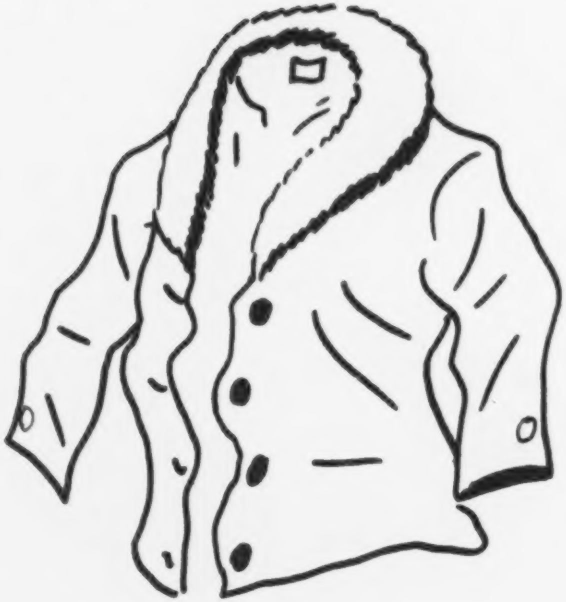
Fifth Day of Instructions

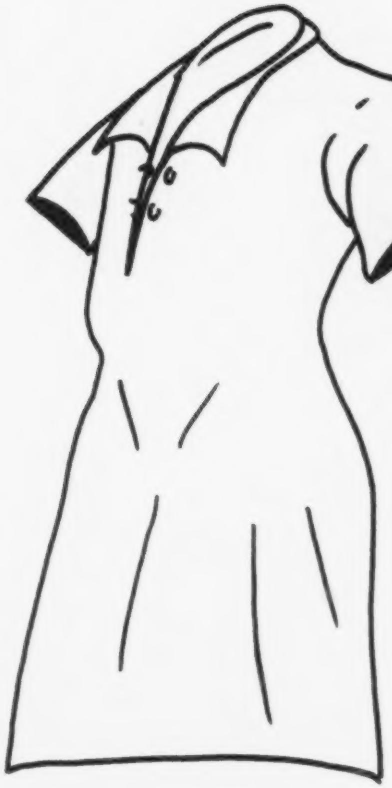
1. Review the words they've had previous.
2. Introduce the words for belt and hat.
3. Have the elders say the words several times, having the class repeating them right afterwards.
4. Say the word for either belt or hat, have each child point or touch what your saying.

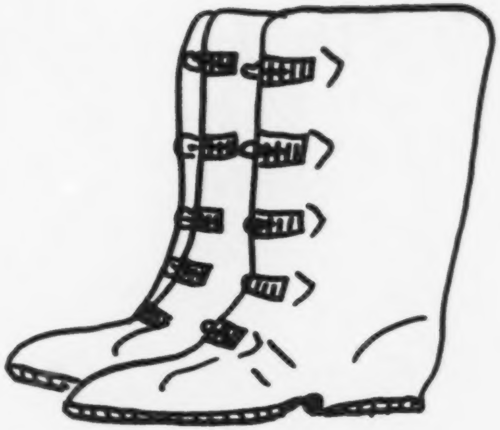
Sixth Day of Instructions

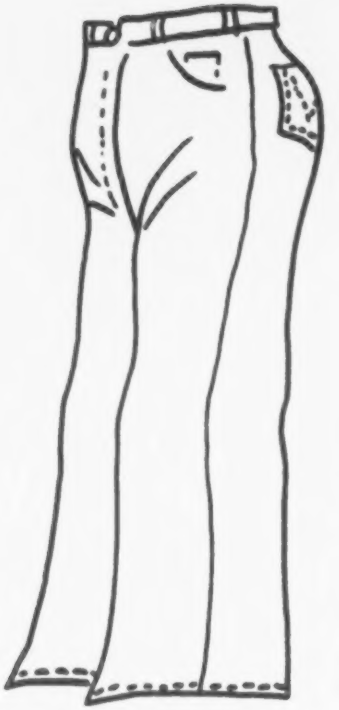
1. Review all the words.
2. Introduce the words for shirt, cap, and scarf.
3. Let the elders say the words several times, and the class repeating the words right afterwards.
4. Put a cap, scarf, or shirt on each childs desk. Have the child pick up the itemhe has on his desk and say what it is. Exchange with a neighbor until you've had all three items, and can say their names properly in your language.

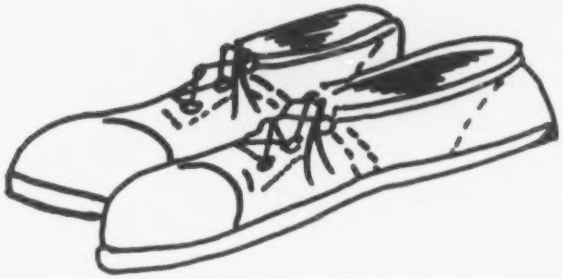


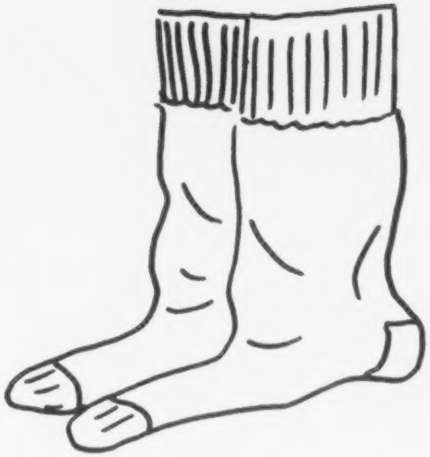


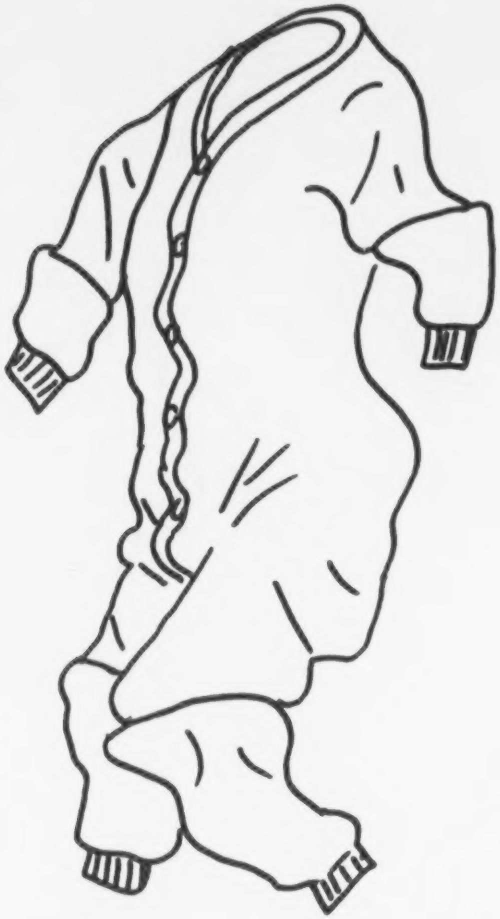


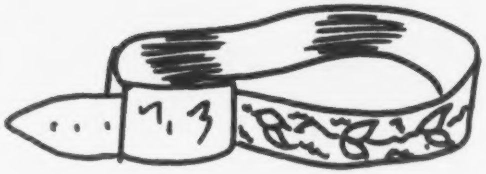








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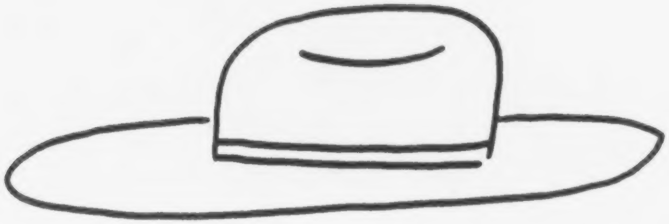

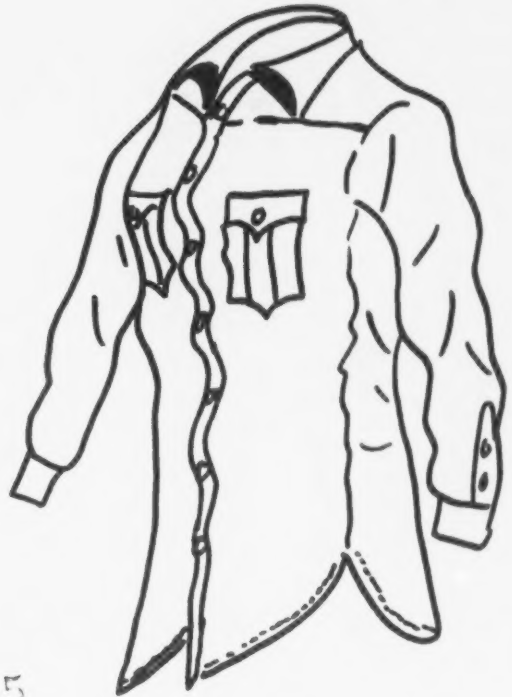

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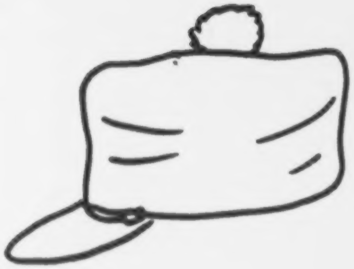

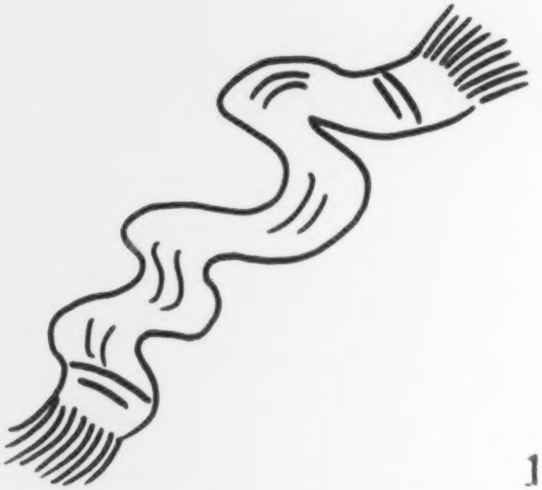

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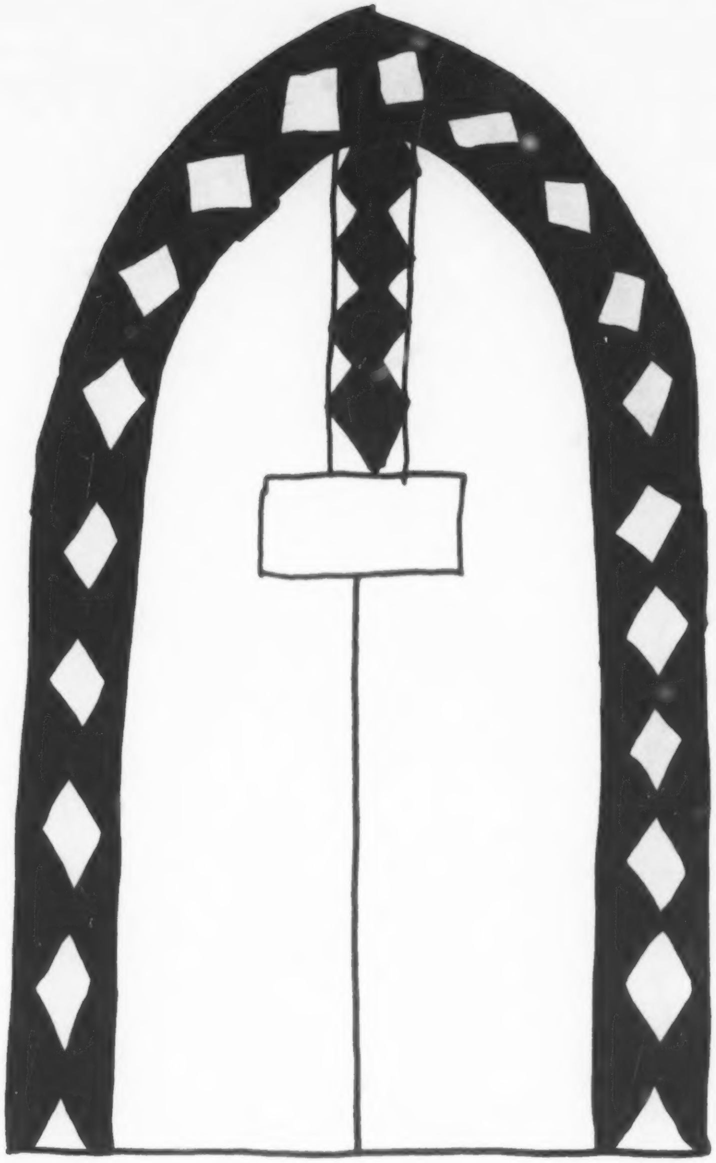
Moccasin Pattern



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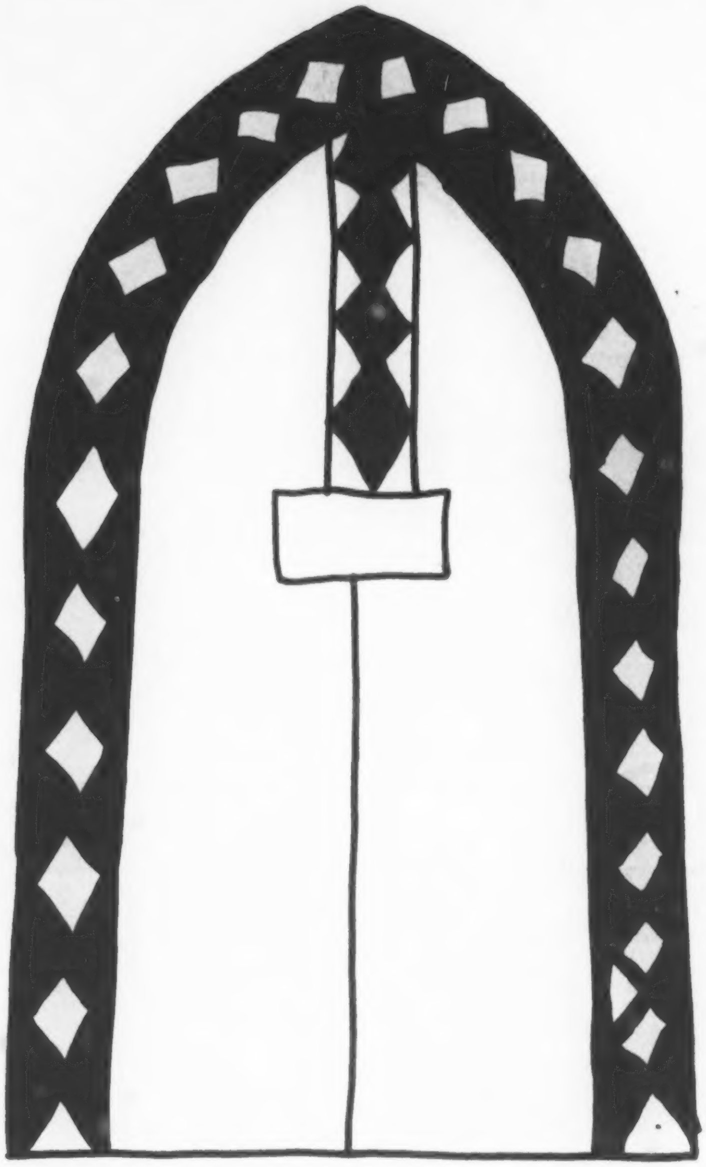

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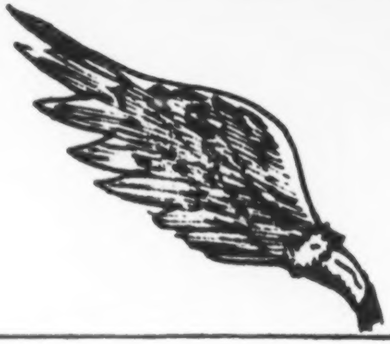
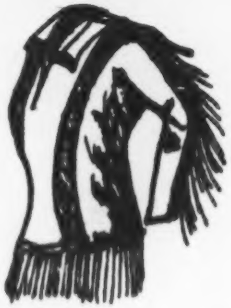
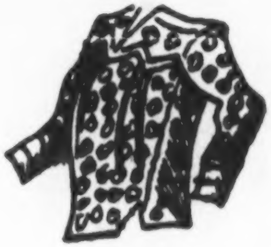
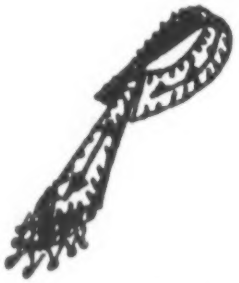
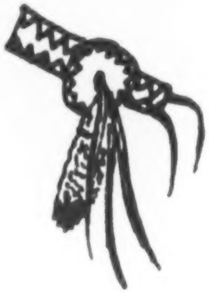
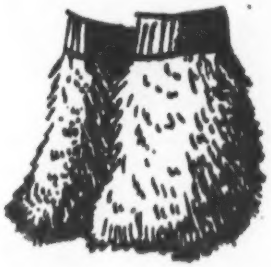
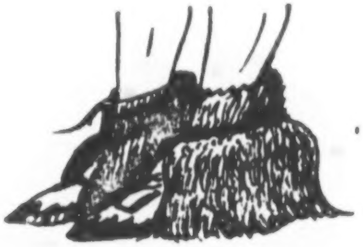
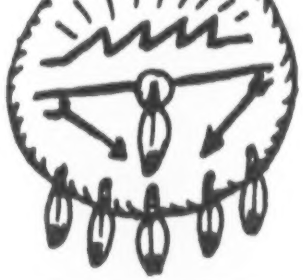
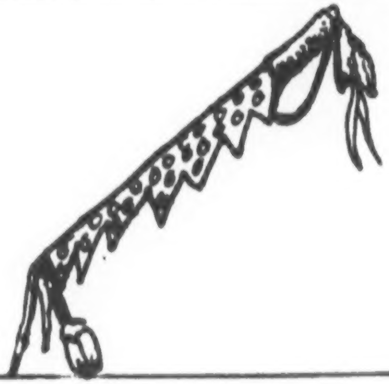
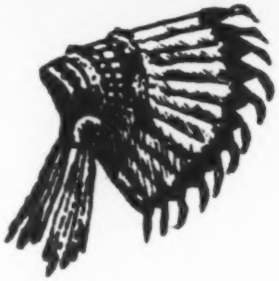
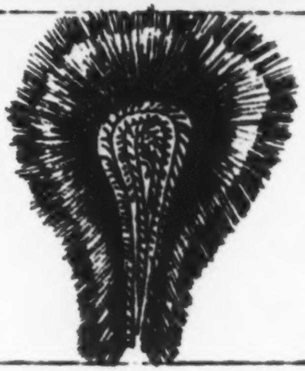
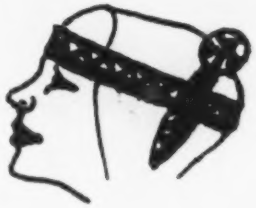
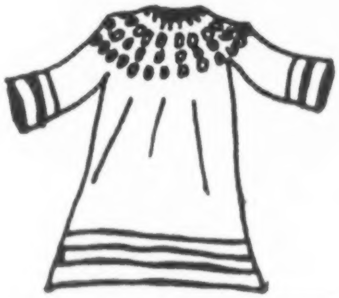
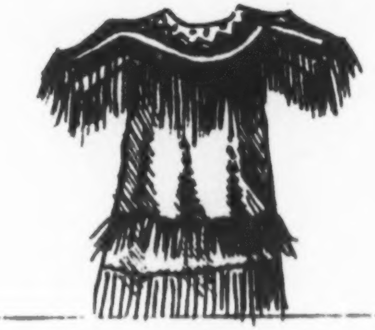
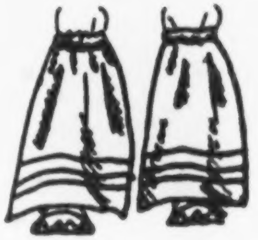
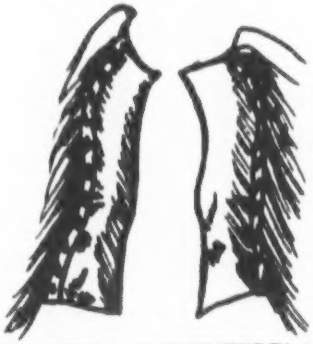
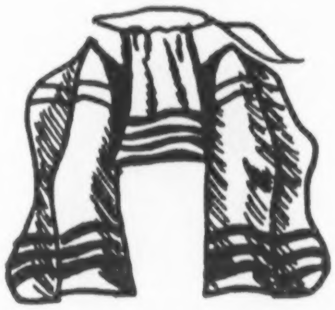
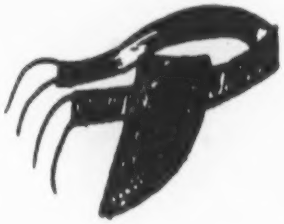
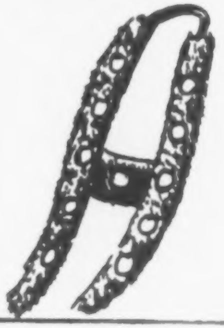
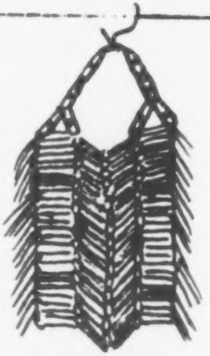
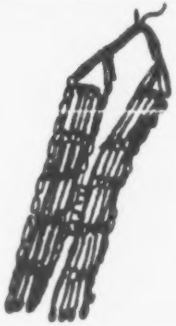
Gros Ventre Style

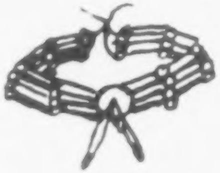










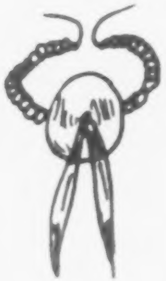










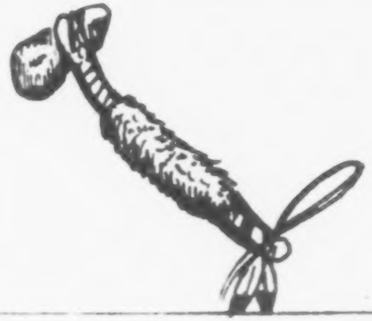


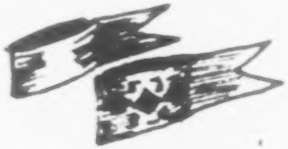


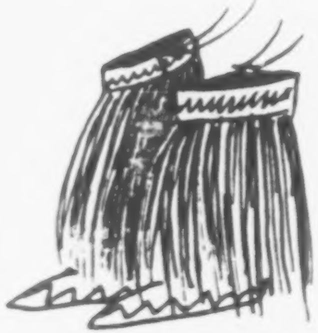


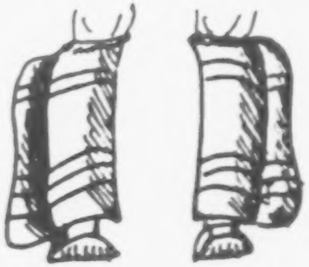


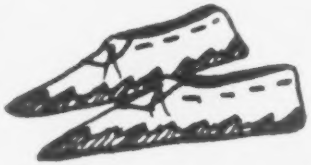


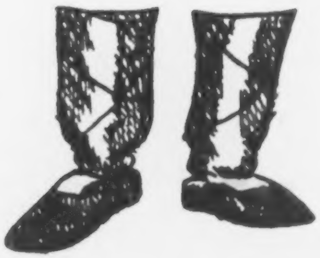


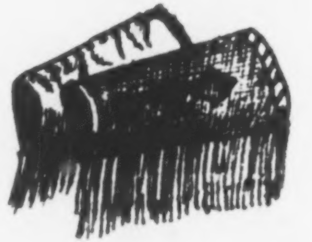


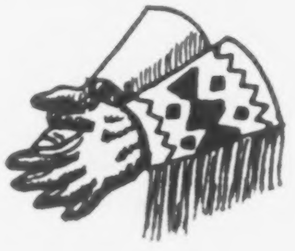


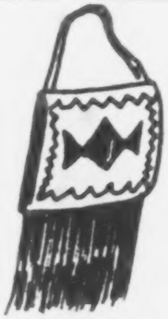


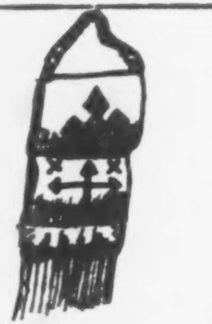


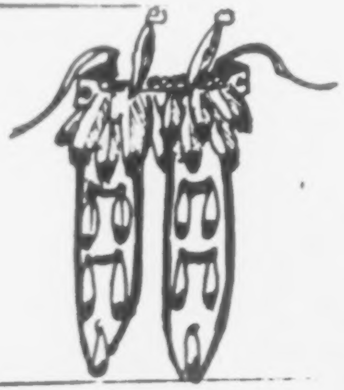


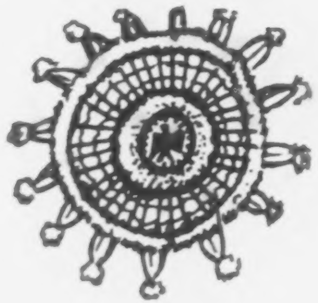


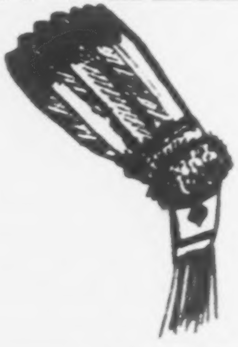


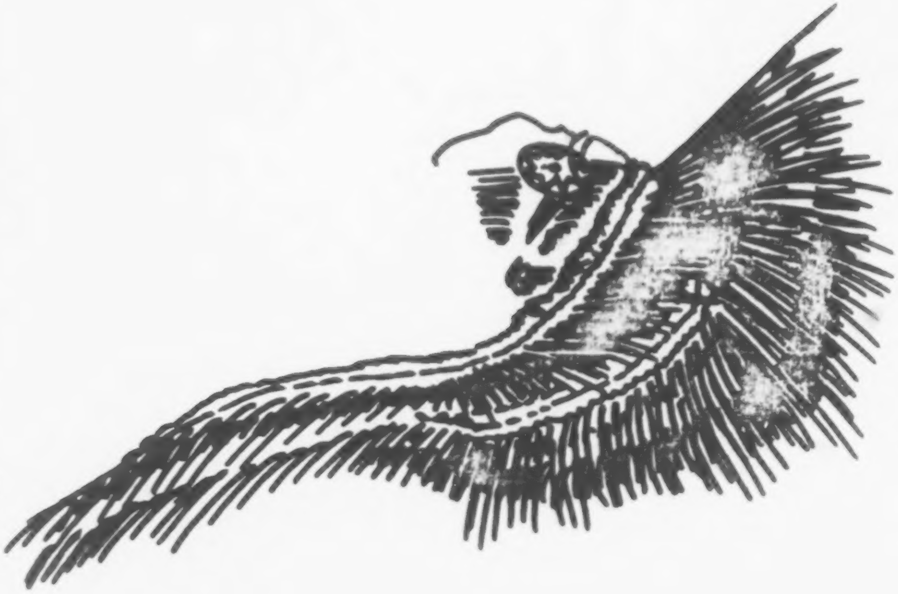












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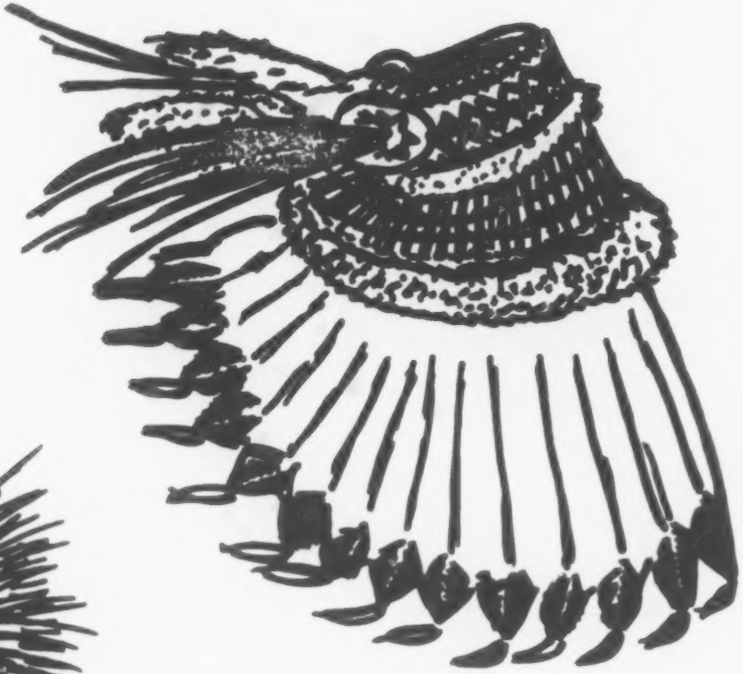

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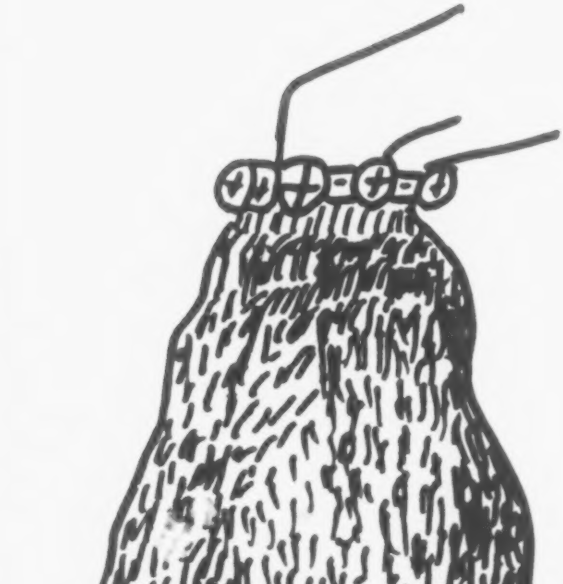
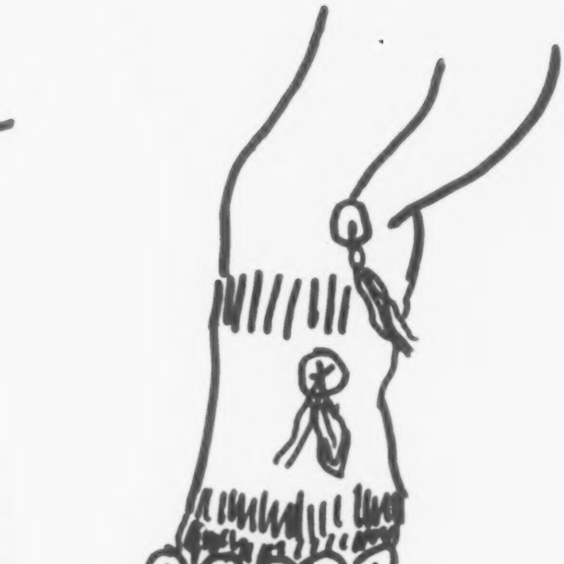
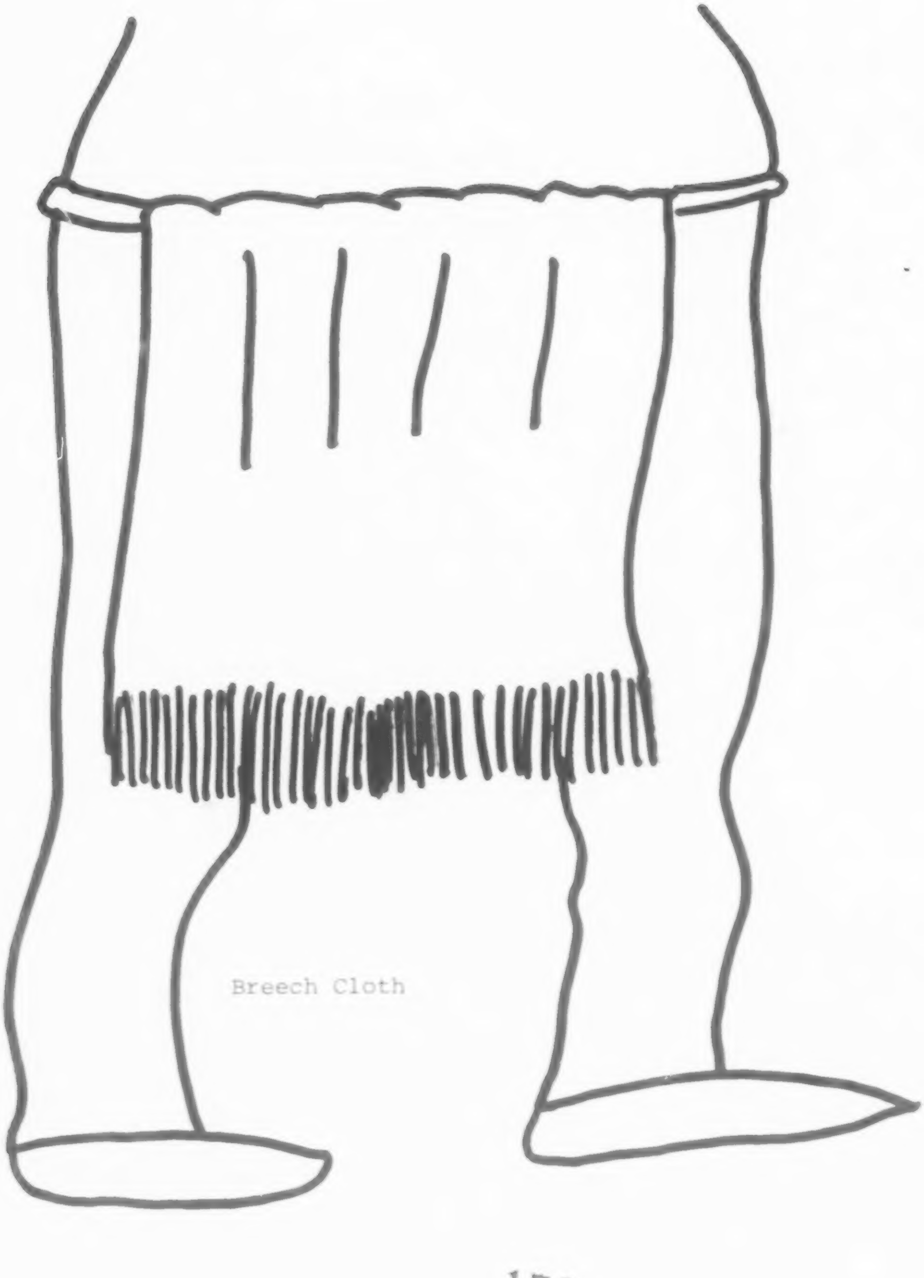


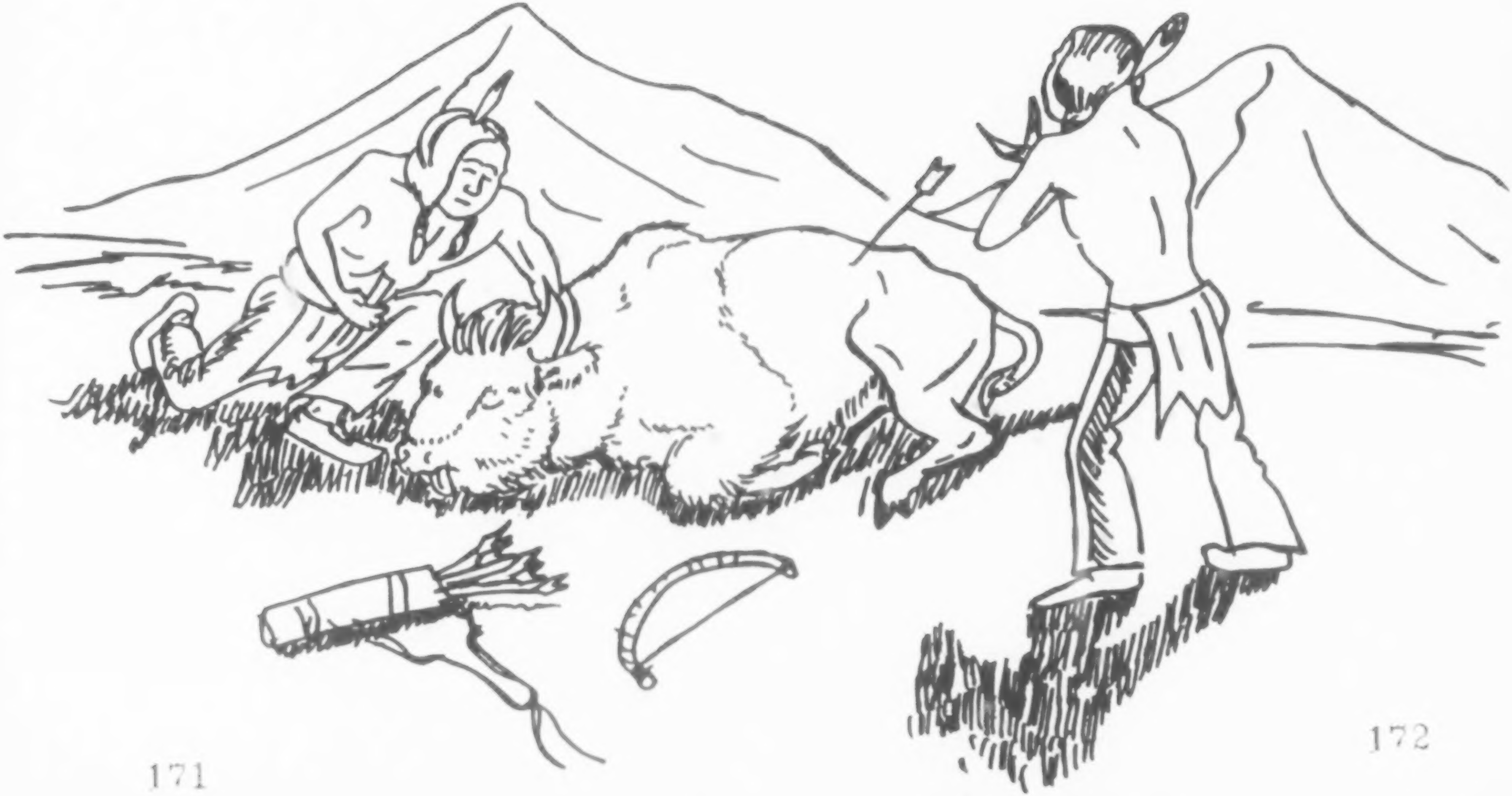
Fancy Dance - Foot and Leg wear

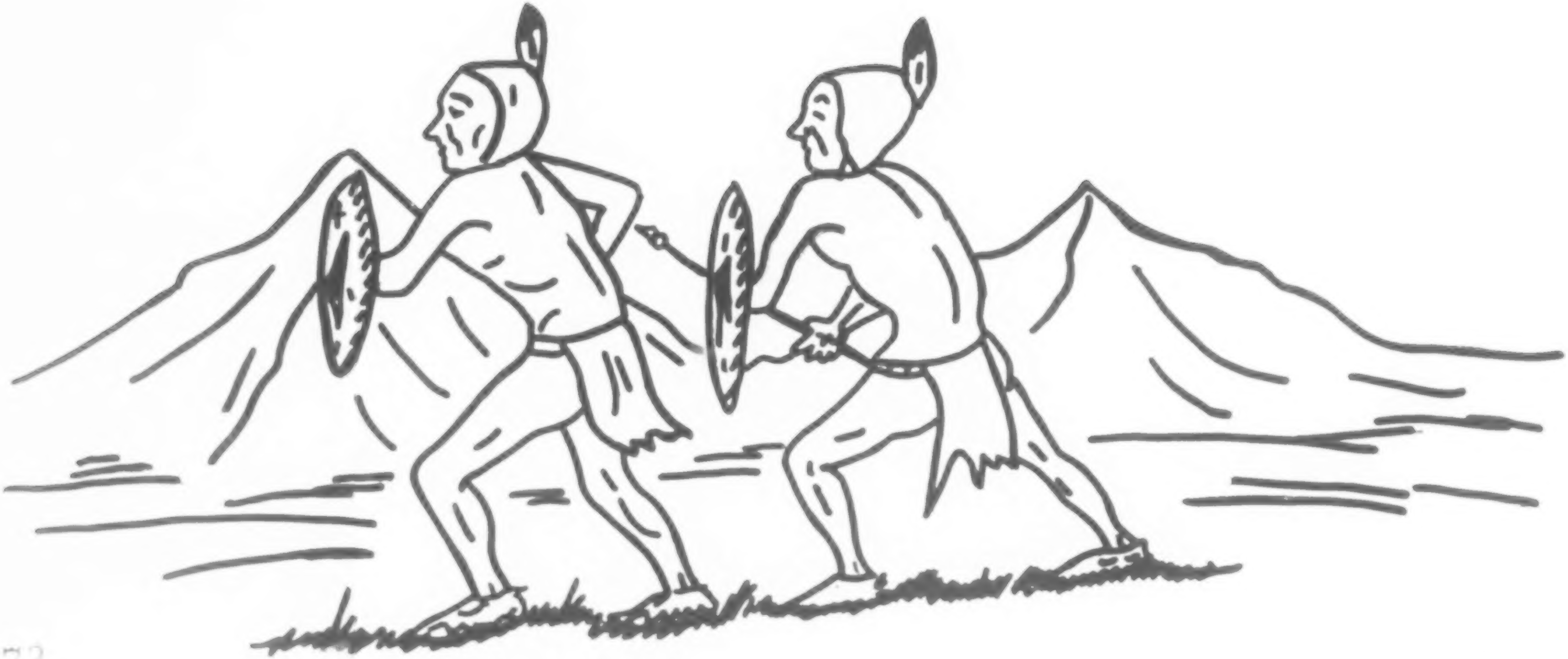


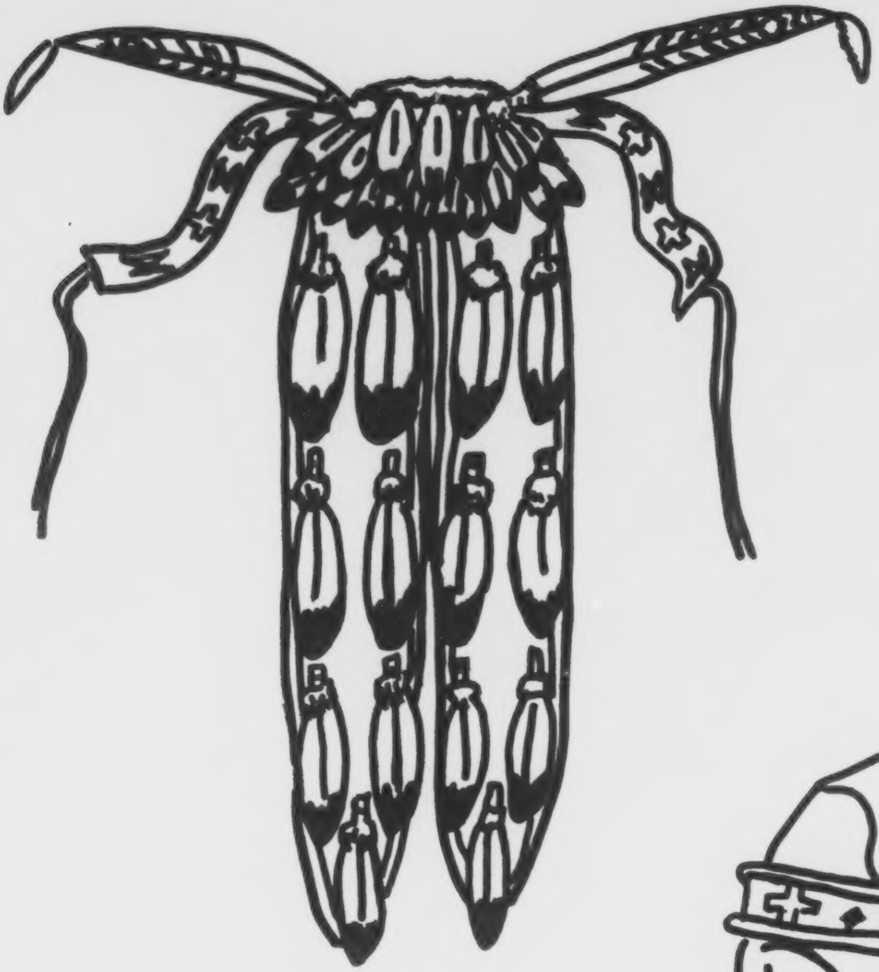
Grass Dance or So called Traditional

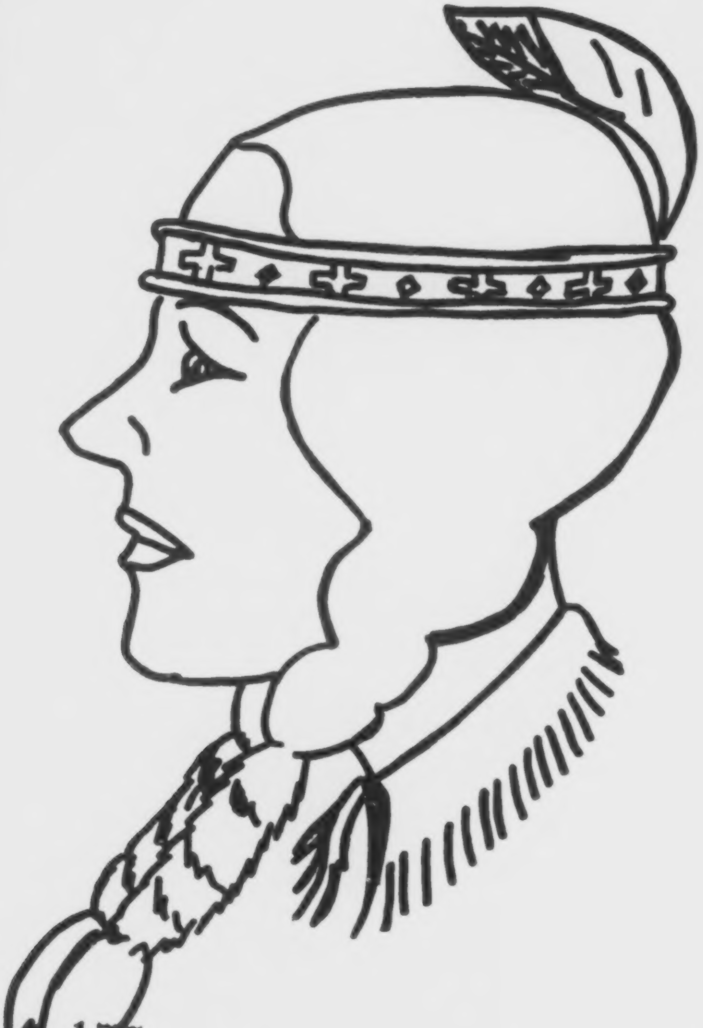


Breech Cloth









Animals

The animals was depended upon by most of the prairie tribes for the necessities of life. Food, shelter, tools, clothing, thread and many other items were made from various parts of the animals.

Elk, Deer, Antelope, Big Horn Sheep were valuable for their hides in making buchskin for clothing. The smaller animals supplied pelts for the lining of the winter clothing.

The most important animal was the buffalo, for it gabe the Indian food, shelter, clothing, tools, and many other things.

Because the aninals was so depended on for the necessities of life . Alot of people had names of animals. Also animals became part of their religion, myths, crafts, and legands.

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Animals

Objectives

1. Animals were the main source of food.
2. Each child should be able to say the names of the animals in their language.
3. Animals furnished clothing and shelter.
4. Indians used parts of the animals for tools and many other parts. Very little of the animal was wasted.
5. Clans and individuals were often named after animals.
6. Animals were important to the Indian for religious ceremonies. Parts of the animal were worn in the costumes of their religious ceremonies.
7. Animals contributed to the arts and culture. For example: Porcupine quills were used to decorate with.

Materials

1. Have the elders say the words.
2. Language masters
3. Pictures or flash cards
4. Slides
5. Fish and Game or wildlife magazines

Name	Gros Ventre	Assiniboine
Horse	E waz hoath	Shung tonga
Bear	Wh as	Ma toe
Coyote	Ga uh woo	Jek jek ga na
Cat	Woos	Puza
Dog	Ut	Shunga
Antelope	Nawsic	Ta toe gaun
Deer	Bi i he	Trax tin jaun
Elk	E wh as se	Kra x ug
Wolf	Ga gi tha	Shung toe ga jaw
Buffalo	E don nan	Pte
Rabbit	Nah gots	Mas ti ja
Porcupine	Oh	Pa he
Skunk	Tho	Ma gu
Gopher	Un nee	Bi zena
Cow	Wak ka gee	Pte wa new
Pig	Tha eck	Goo goo sha
Sheep	Ah da	Shunge kay yah ko
Bull		Ta shoo ga
Mare		Shun we yeah na
Colt		Shux baine

Animals

First Day of Instructions

1. Introduce the words for horse and cow.
2. Have the elders say rhe words in their language.
3. Have the students take turns saying the words.
4. Hold up a picture, have the students say the word for the picture.
5. Do a coloring sheet of a horse and a cow.

Second Day of Instruction

1. Review the first two words.
2. Introduce the words for bull and mare.
3. Have the elders say the words.
4. Pointing to the picture, have the students say what it is.
5. With the help of the elders go around and have each student say the words.
6. Make clay models.

Third Day of Instructions

1. Review the words for horse, cow, bull, and mare.
2. Introduce the words for cat and dog.
3. Have elders say the words.
4. Let the class say the words a few times.
5. Let each child say the words without help.
6. Have the students cut out pictures of animals to make a collage.

Fourth Day of Instruction

1. Review the words they've had previous.
2. Introduce the words for deer and colt.
3. Have elders say the words.
4. Let each child say the words.
5. Hold up a picture, ask each child to say what it is, in his/her language.
6. The younger students can color a picture of a deer.
   The older students can draw a picture of a deer.

Fifth Day of Instruction

1. Review the words they've had previous.
2. Introduce the words for bear and coyote.
3. Have elders say the words.
4. Have the class say the words.
5. Let each child say the word for each animal.
6. Draw a picture of a bear hibernating. The younger students can color a picture of a bear and a coyote.

Sixth Day of Instruction

1. Review the words they've had previous.
2. Introduce the words for antelope and elk.
3. Have elders say the word, the students repeating it each time.
4. Let each child say the word, when you point to the picture.
5. When they all know their words they can play the animal game.

Seventh Day of Instruction

1. Review the words they've had previous.
2. Introduce the words for buffalo and rabbit.
3. Have elders say the words, the students should repeat after the elders.
4. Let the students say the words by themselves.
5. Have the students make a buffalo, showing what each part was used for. The little ones may help.

Eighth Day of Instruction

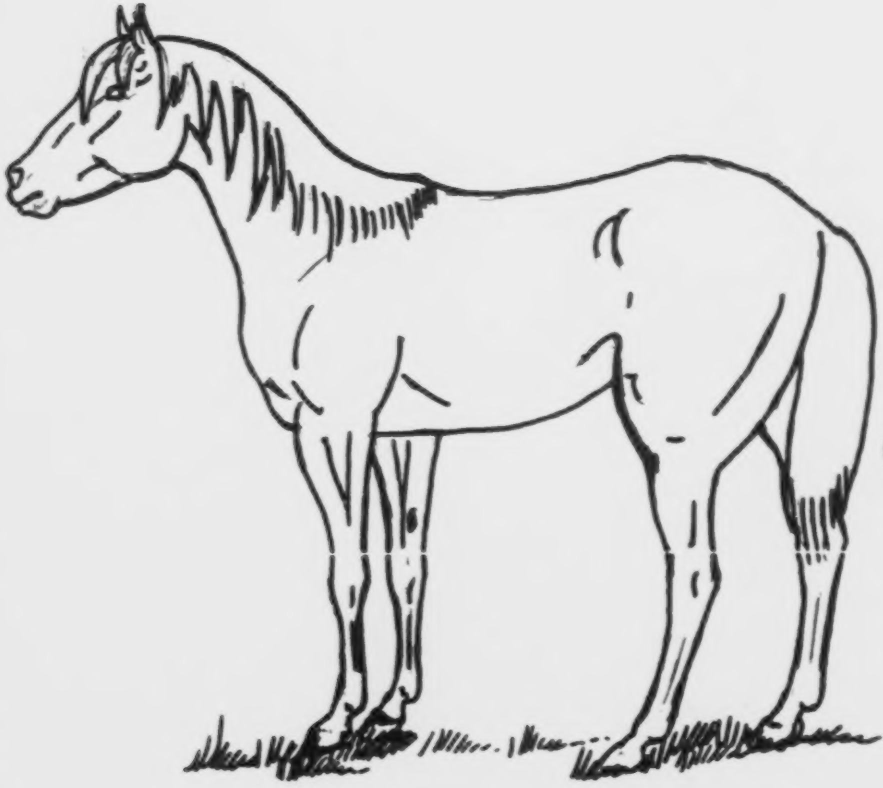
1. Review the words they've had previous.
2. Introduce the words for wolf and porcupine.
3. Have elders say the words.
4. Let the students say the words.
5. Draw picture of a porcupine design used to decorate clothing.

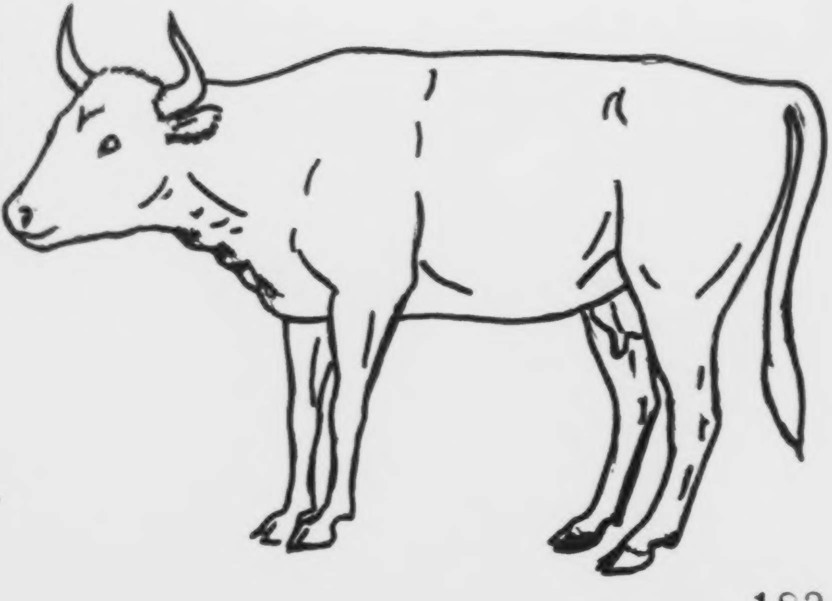
Ninth Day of Instruction

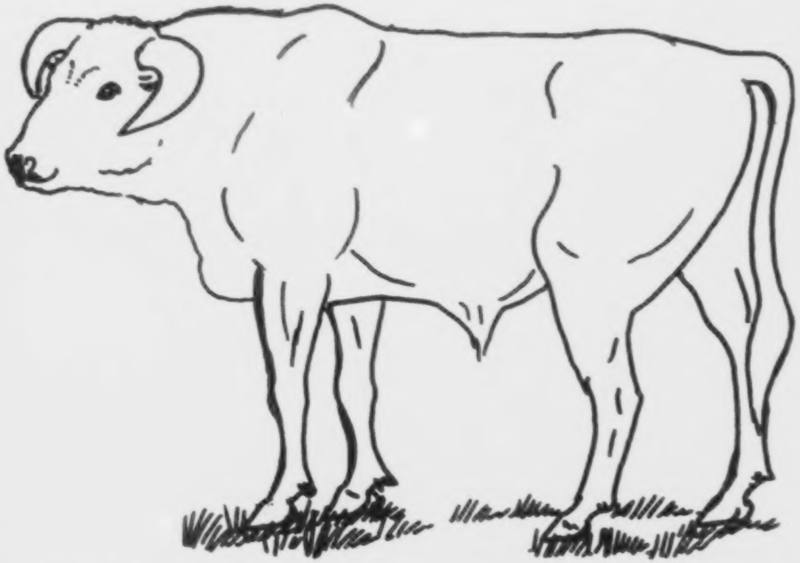
1. Review words they've had previous.
2. Introduce the word for skunk and gopher.
3. Have elders say the words, students should repeat them after the elders.
4. Let the students say the words, without any help.
5. Have students write a story about an animal legand.

Tenth Day of Instruction

1. Review all the words.
2. Introduce the words for pig and sheep.
3. Have elders say the words.
4. Let the students take turns saying the words.
5. Show slides on animal friends.







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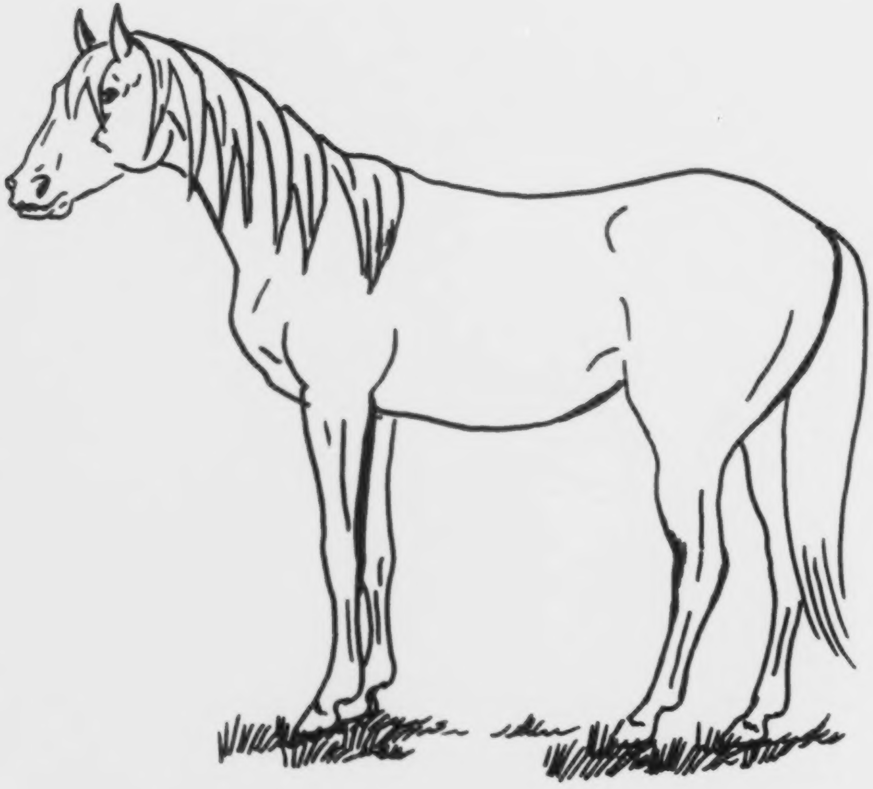

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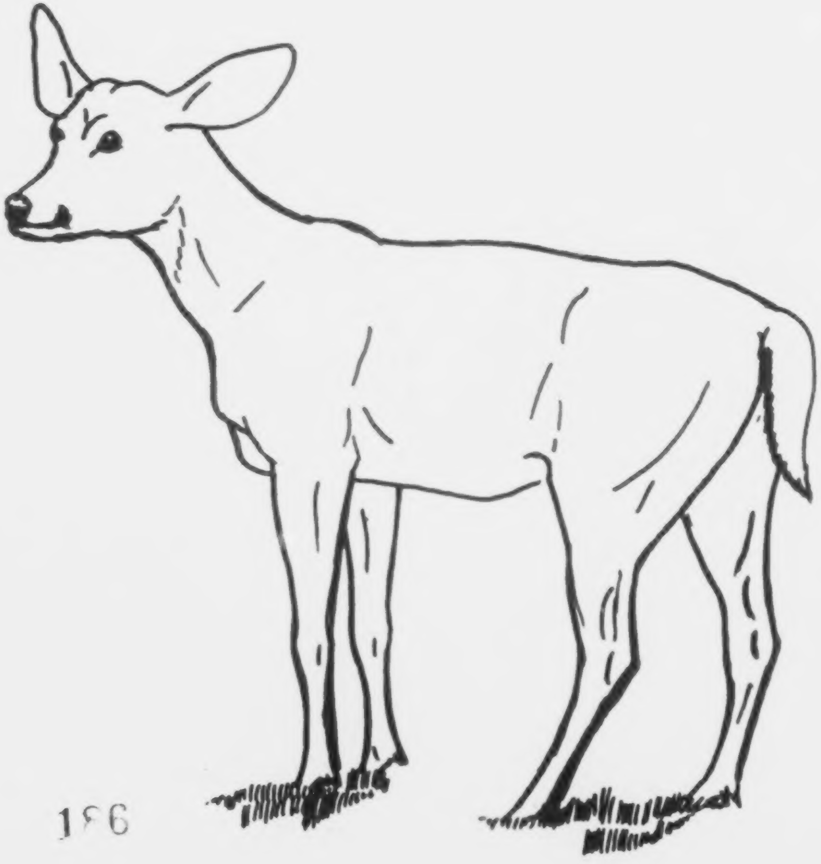

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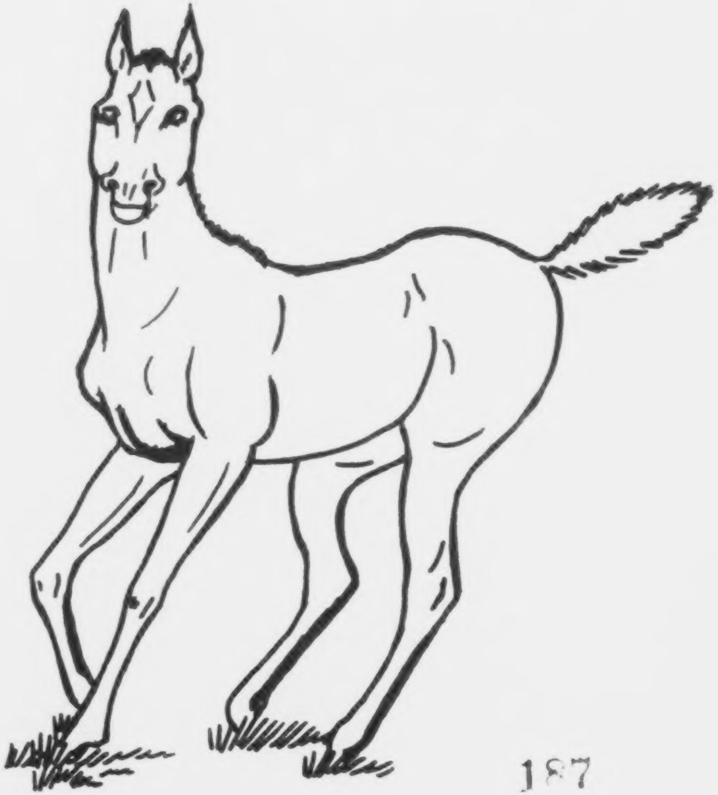

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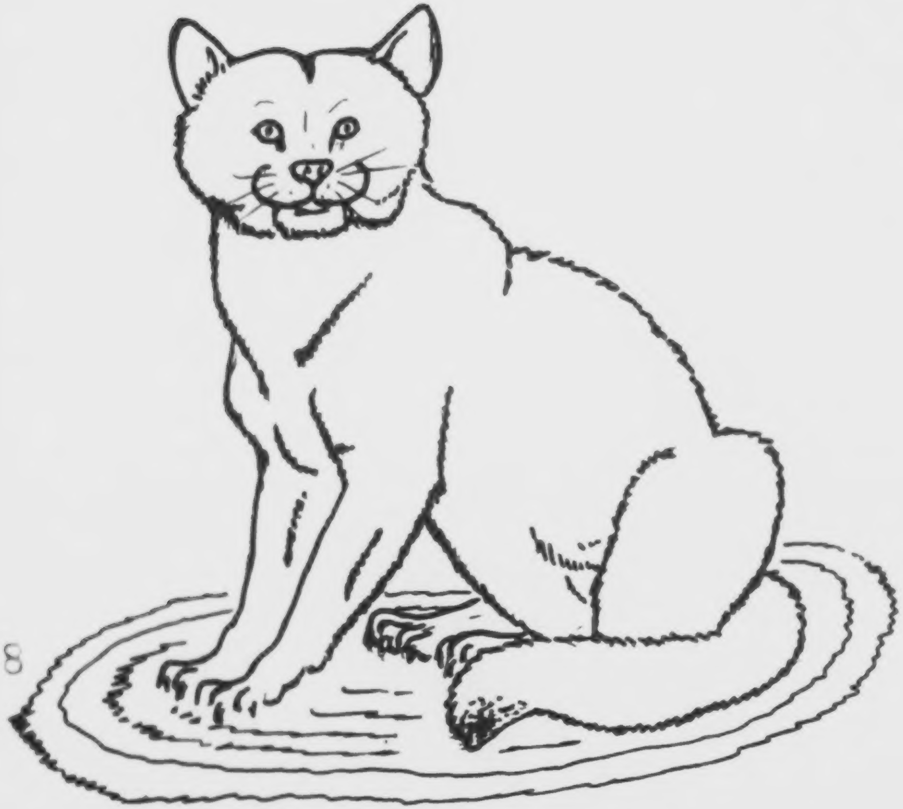

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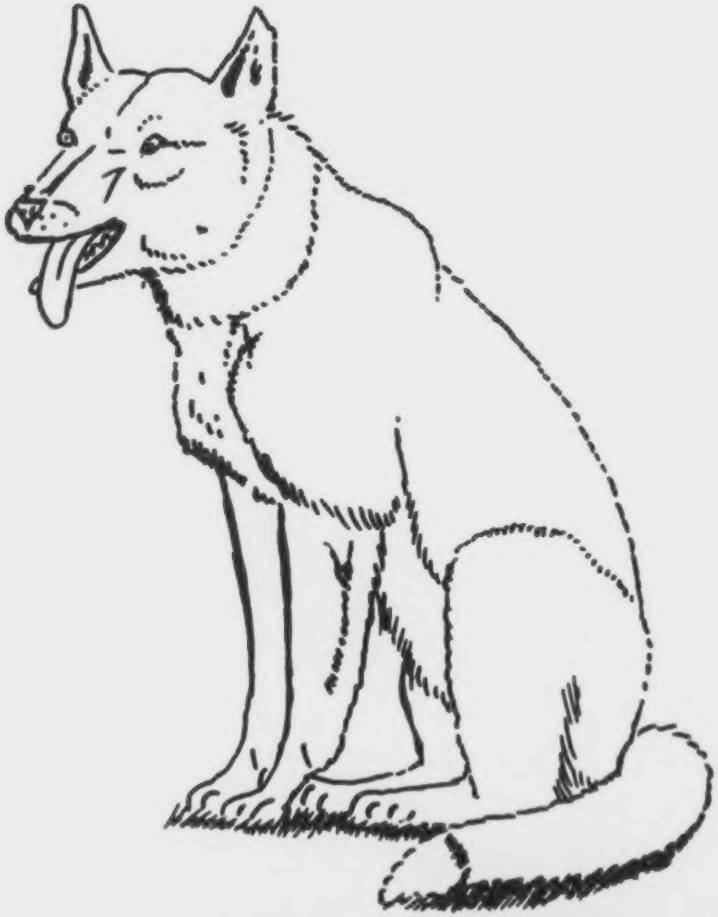

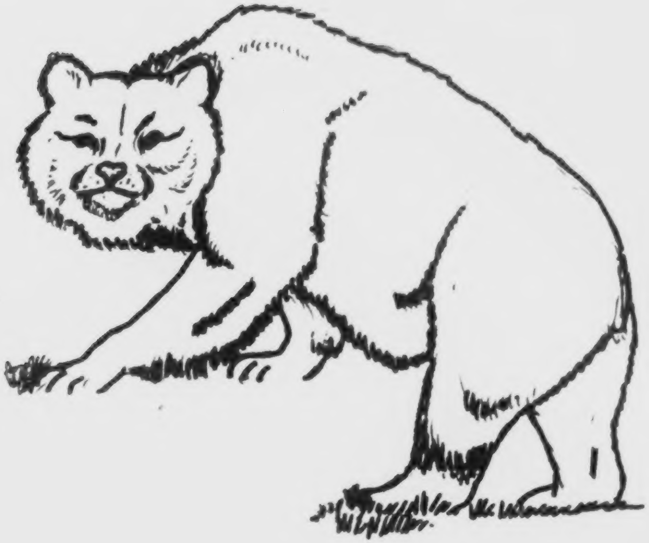

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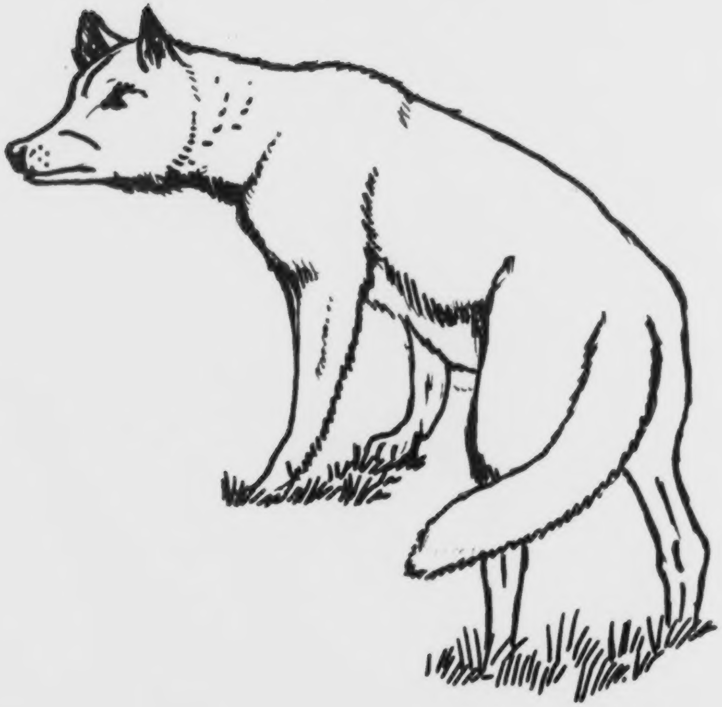

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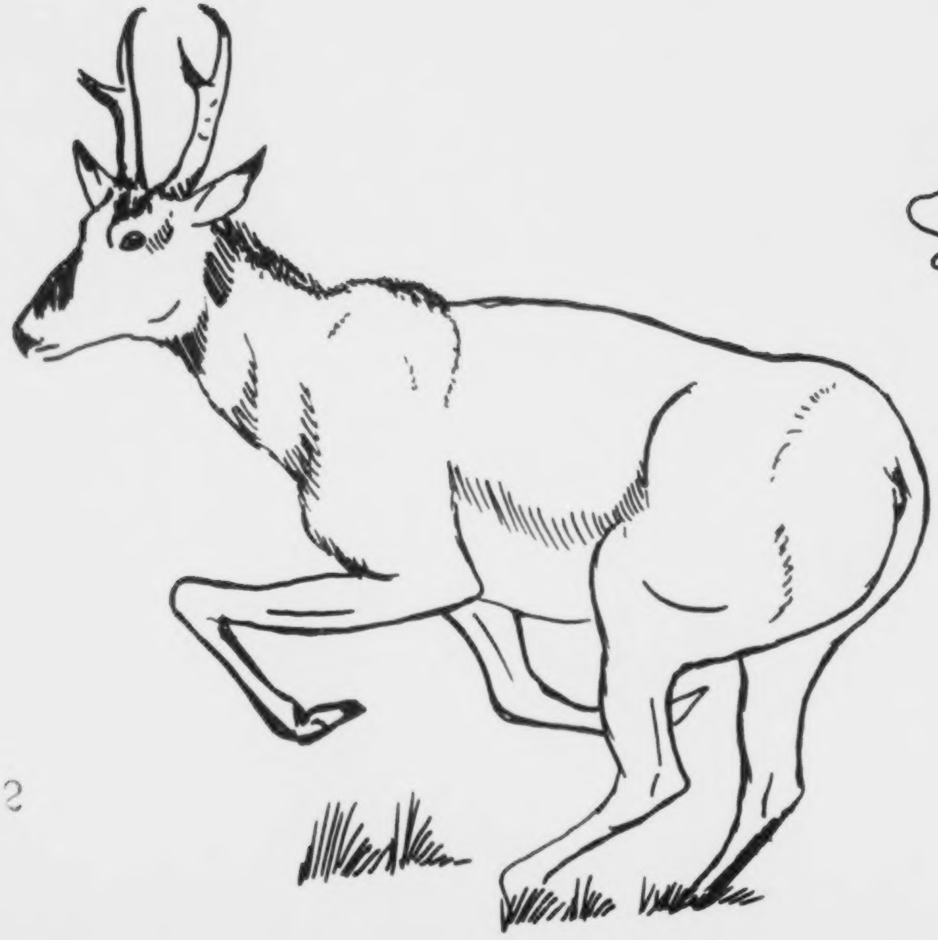

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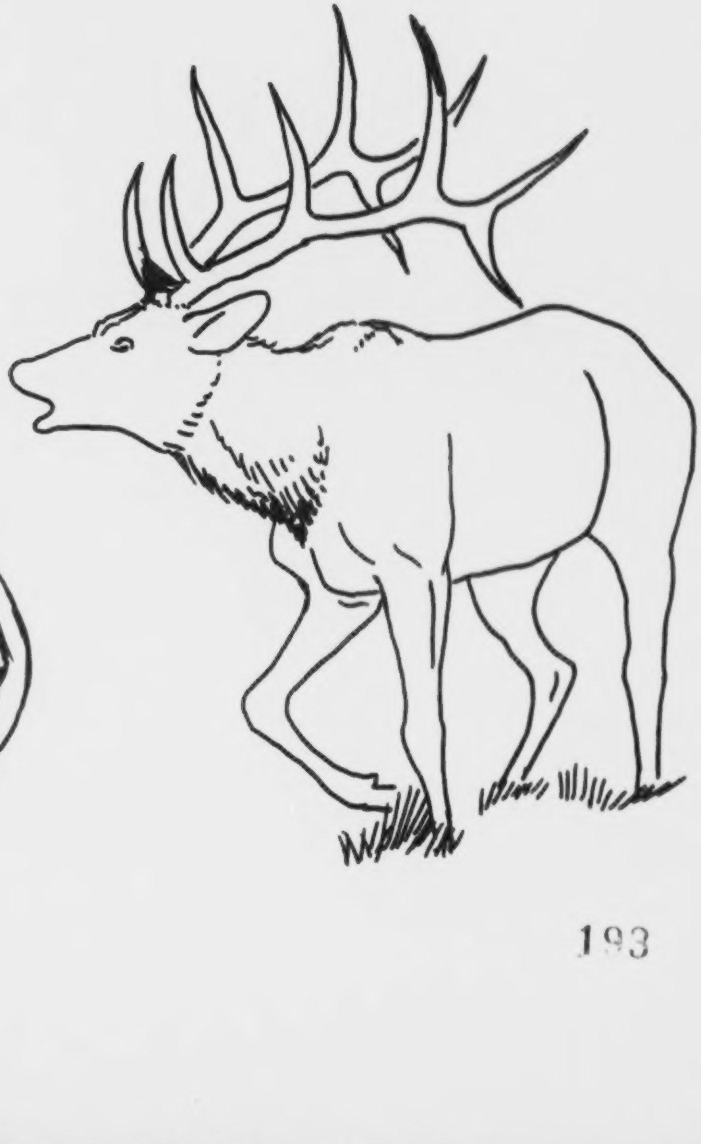

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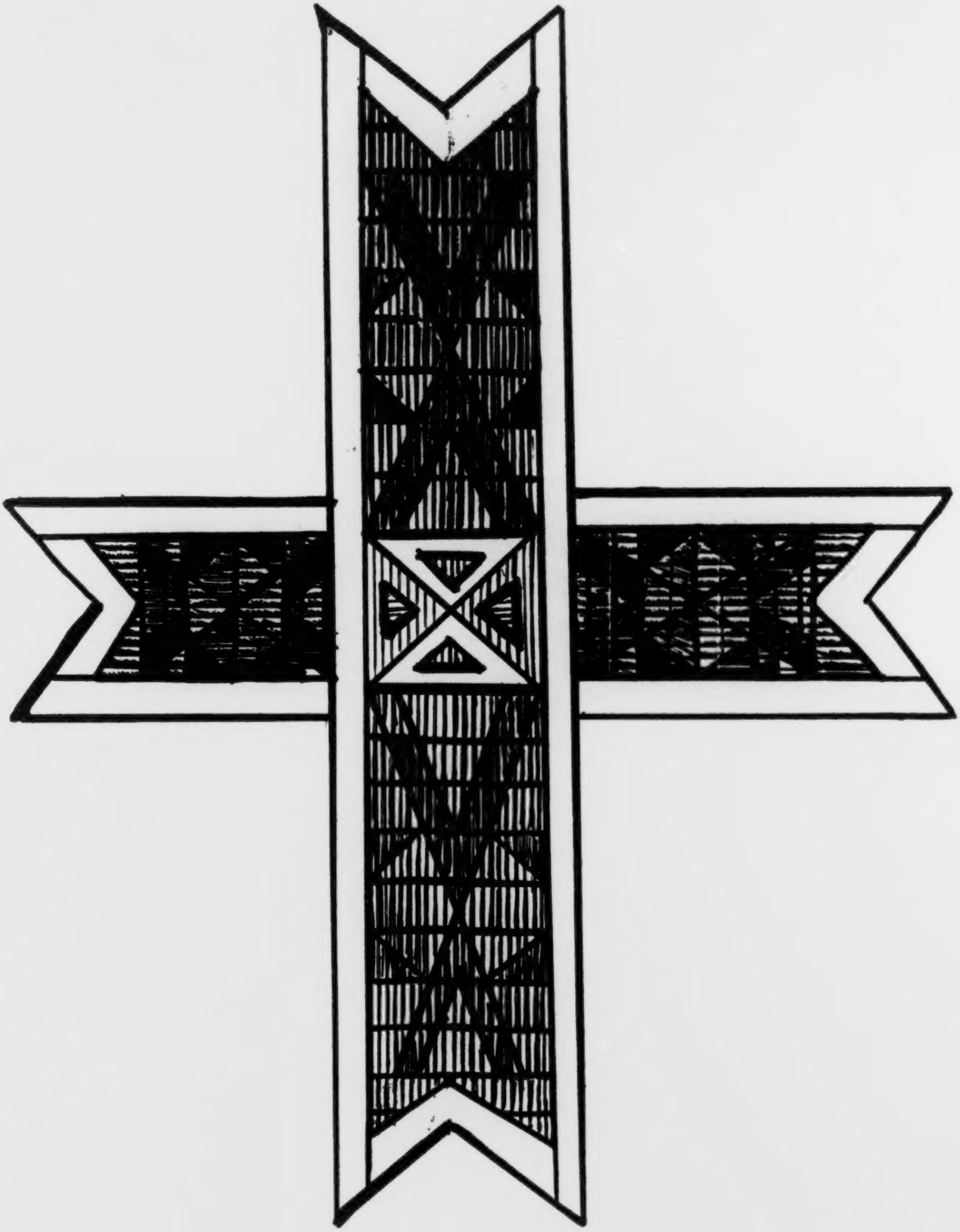


Ne nah________________________________

Gros Ventre Language

Directions: Draw a line from the English word to the Gros Ventr word.

Bear

Elk

Deer

Dog

Cat

Horse

Antelope

Buffalo

Wolf

Rabbit

Porcupine

Skunk

Ut

Nawsic

Wh as

Woos

Bi i he

E waz hoath

E wh as se

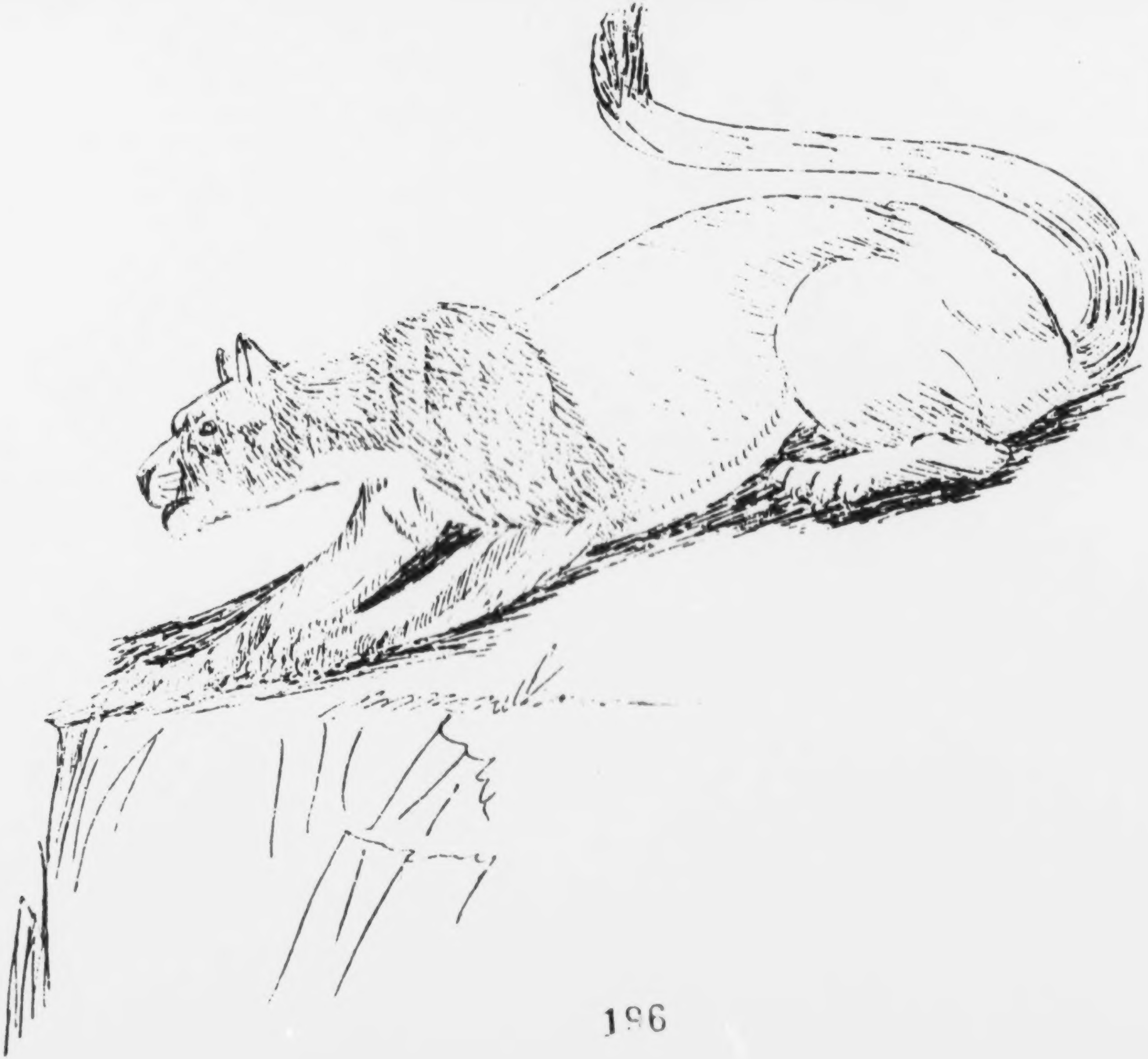
Tho

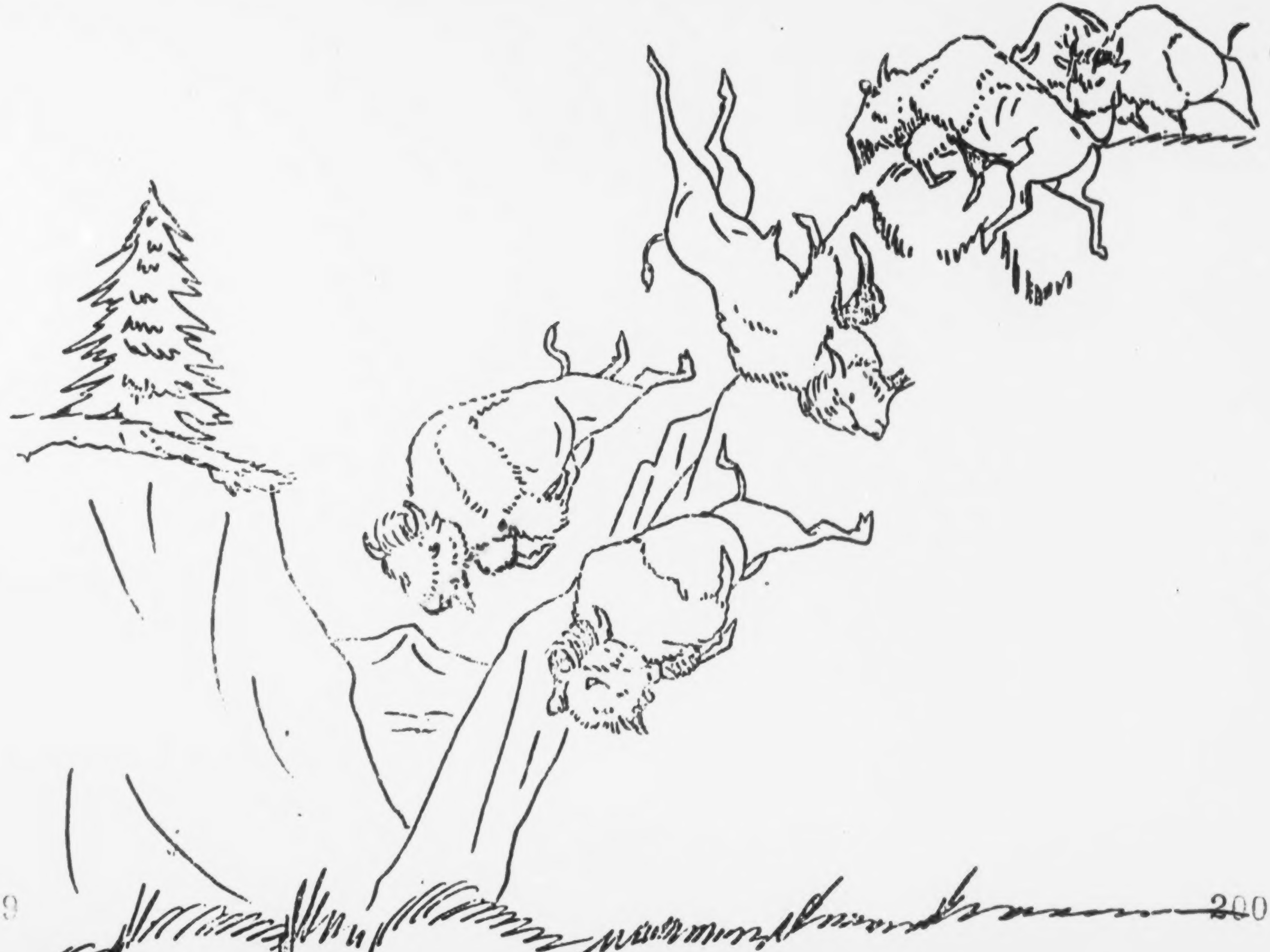
Oh

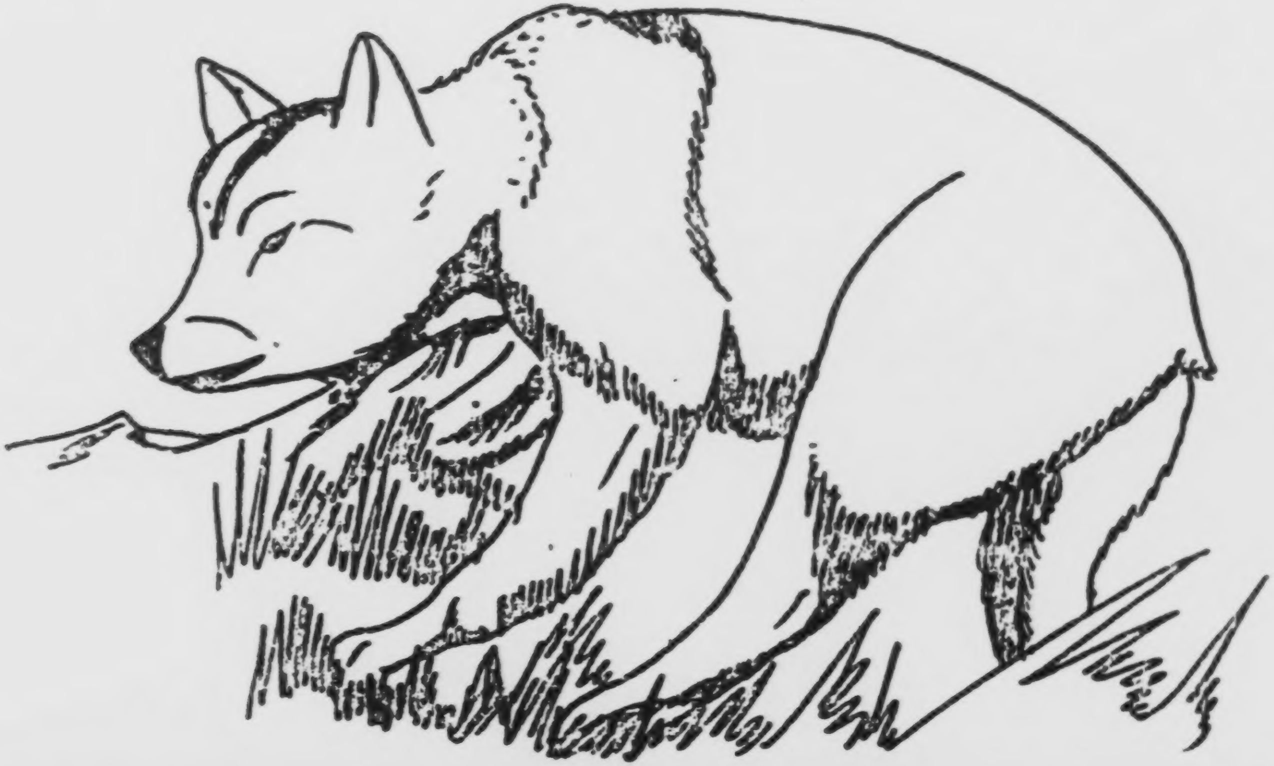
Ga gi tha

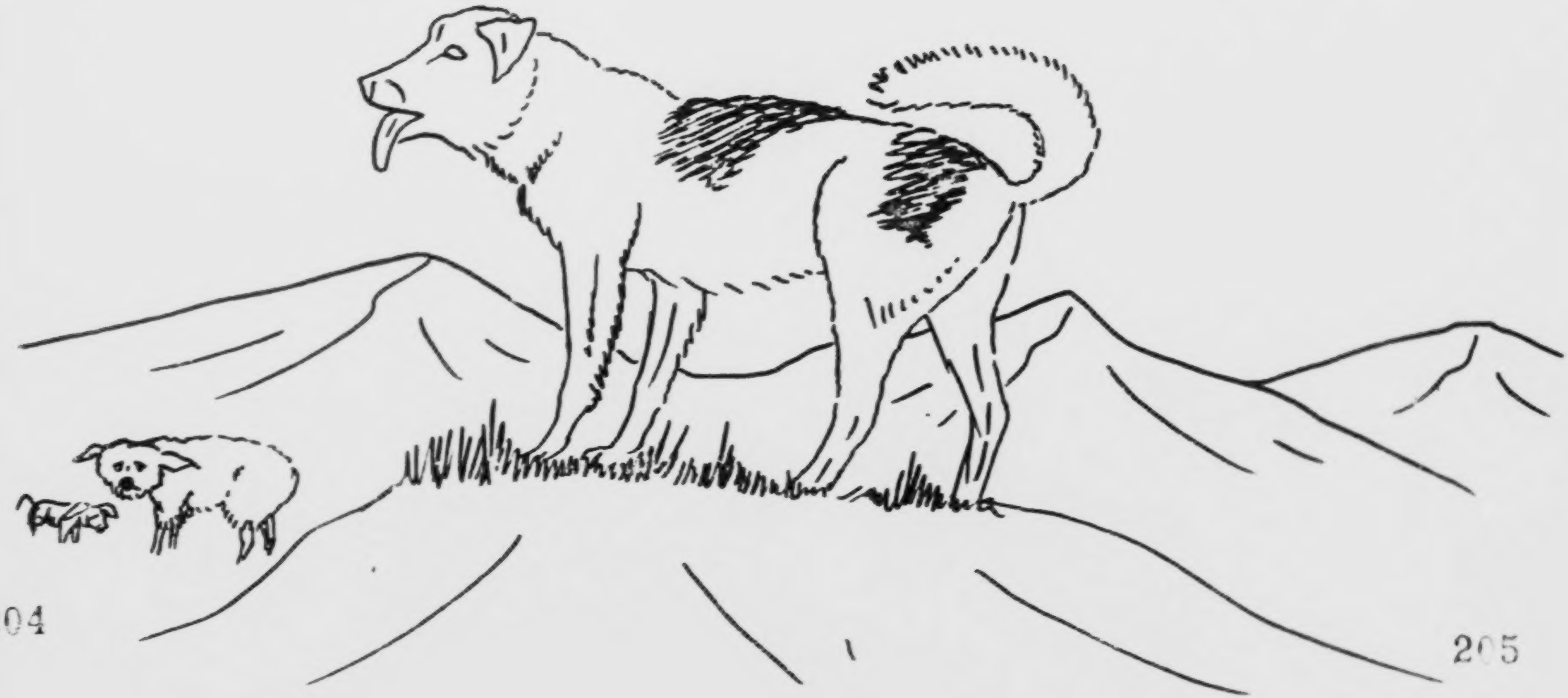
Nah gots

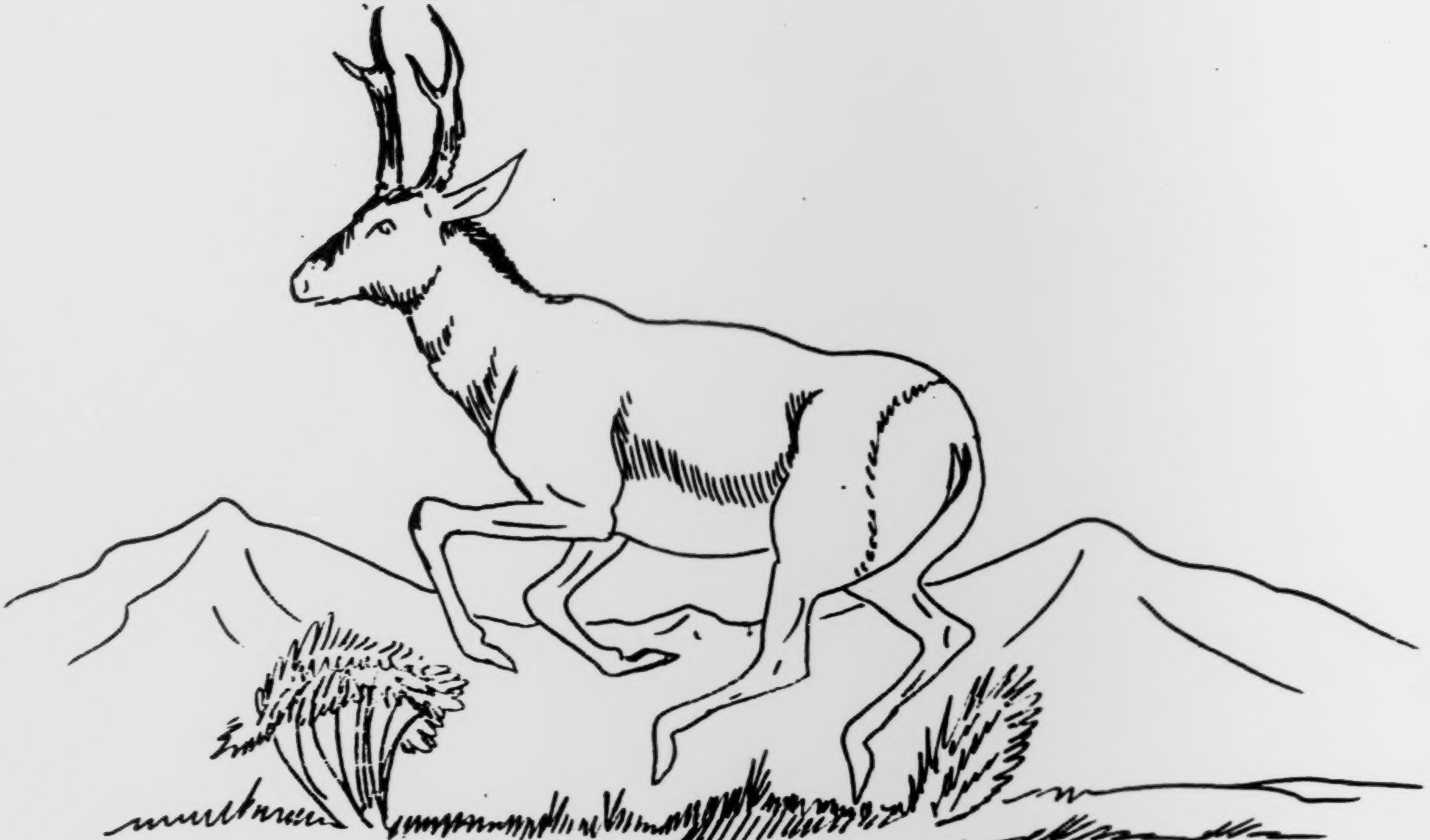
E don dan

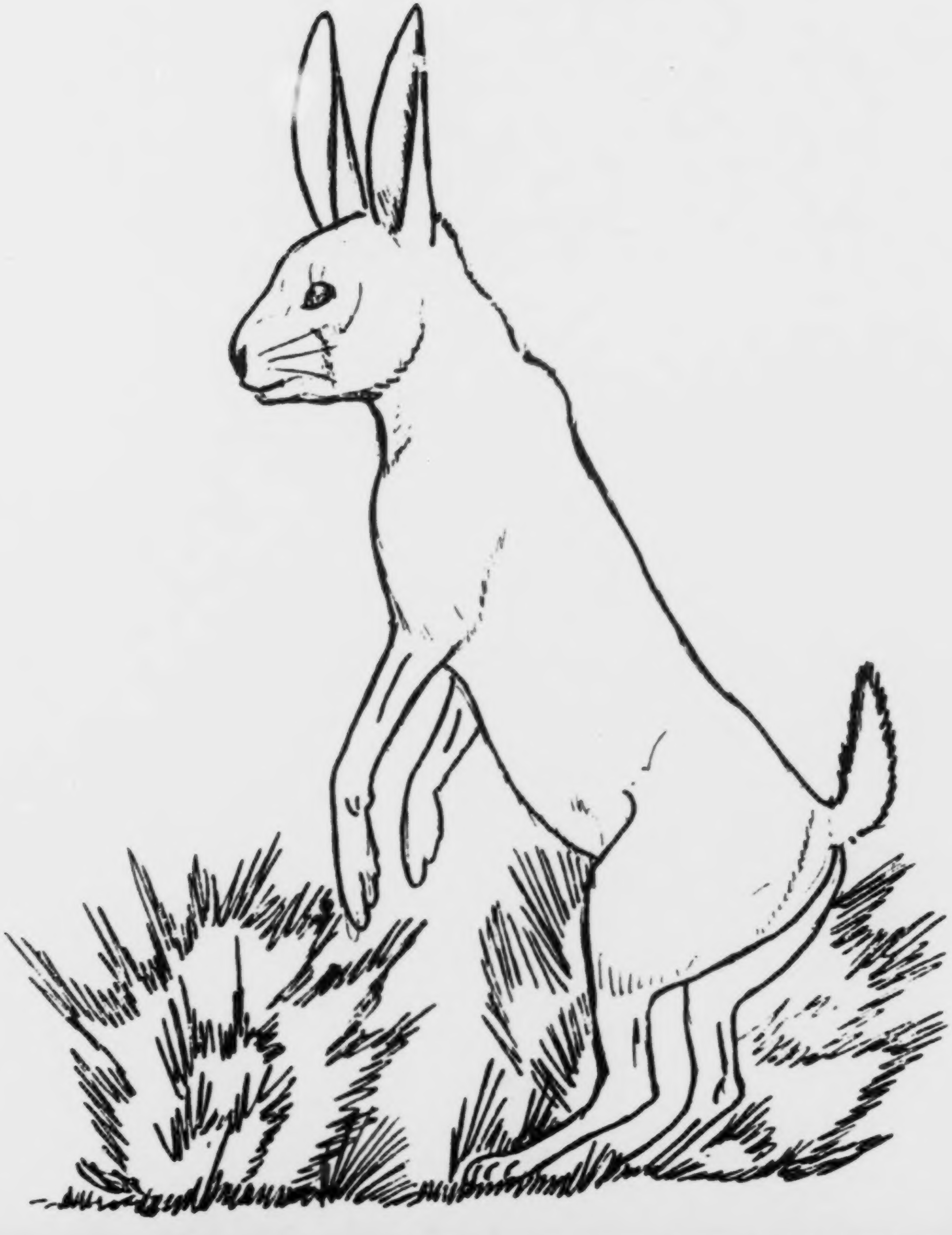


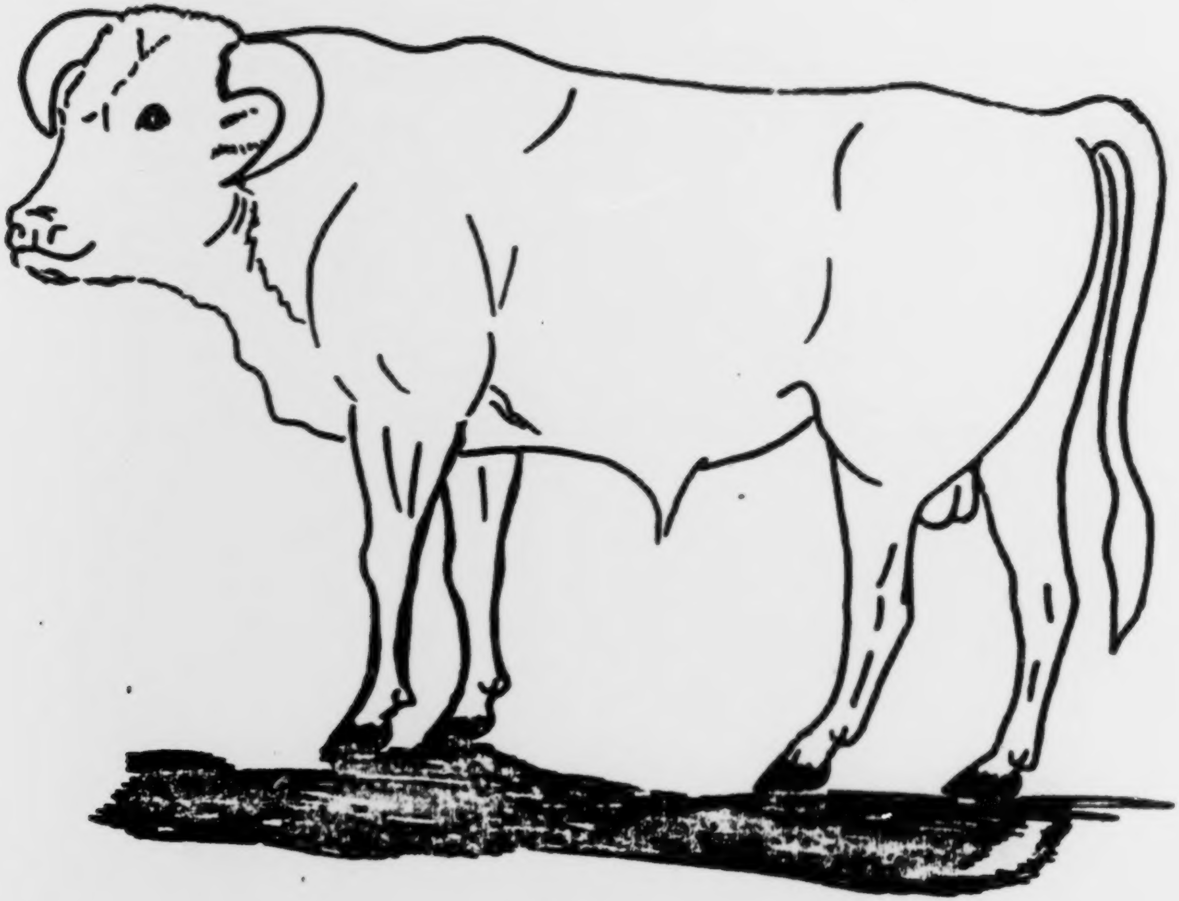


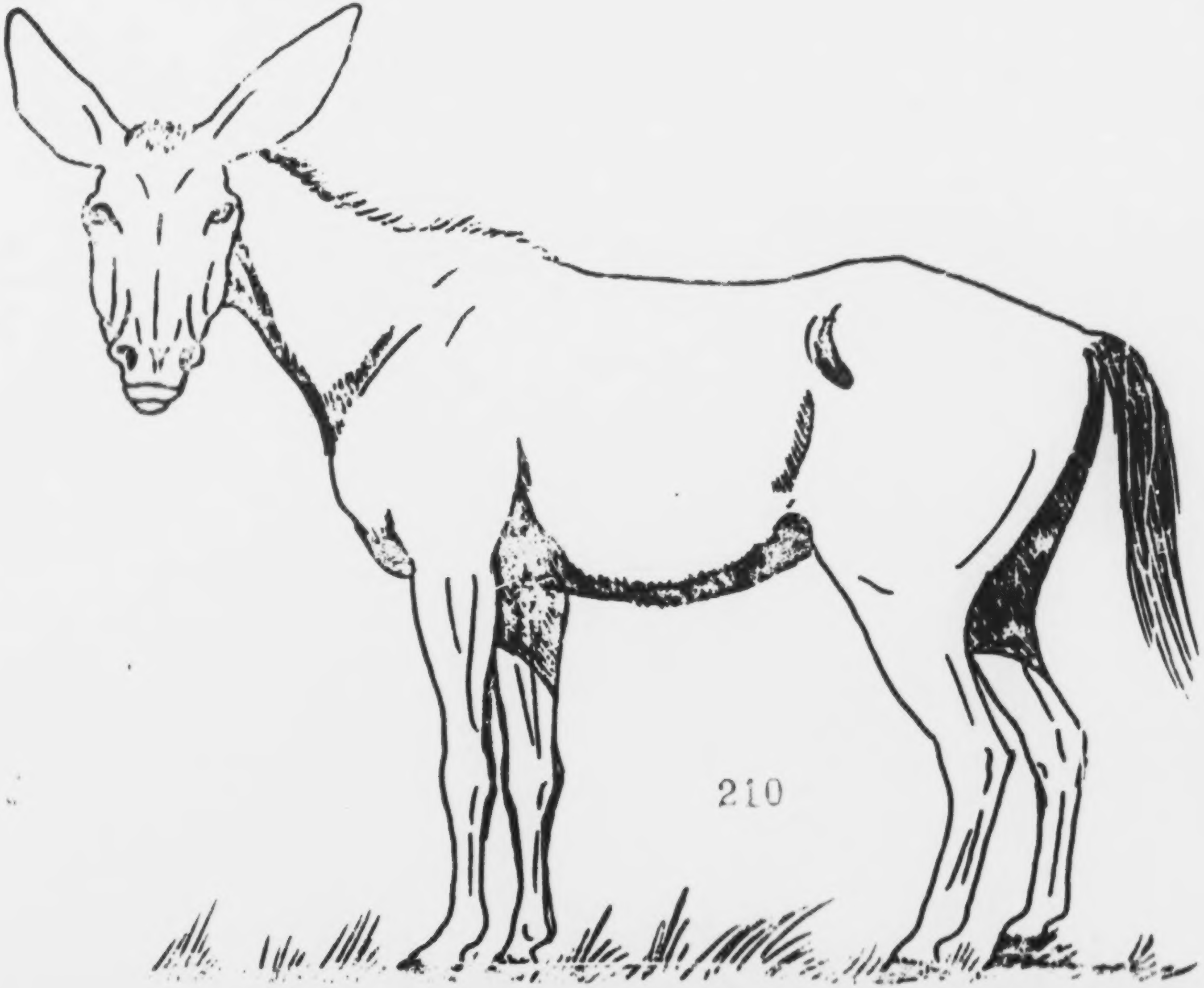


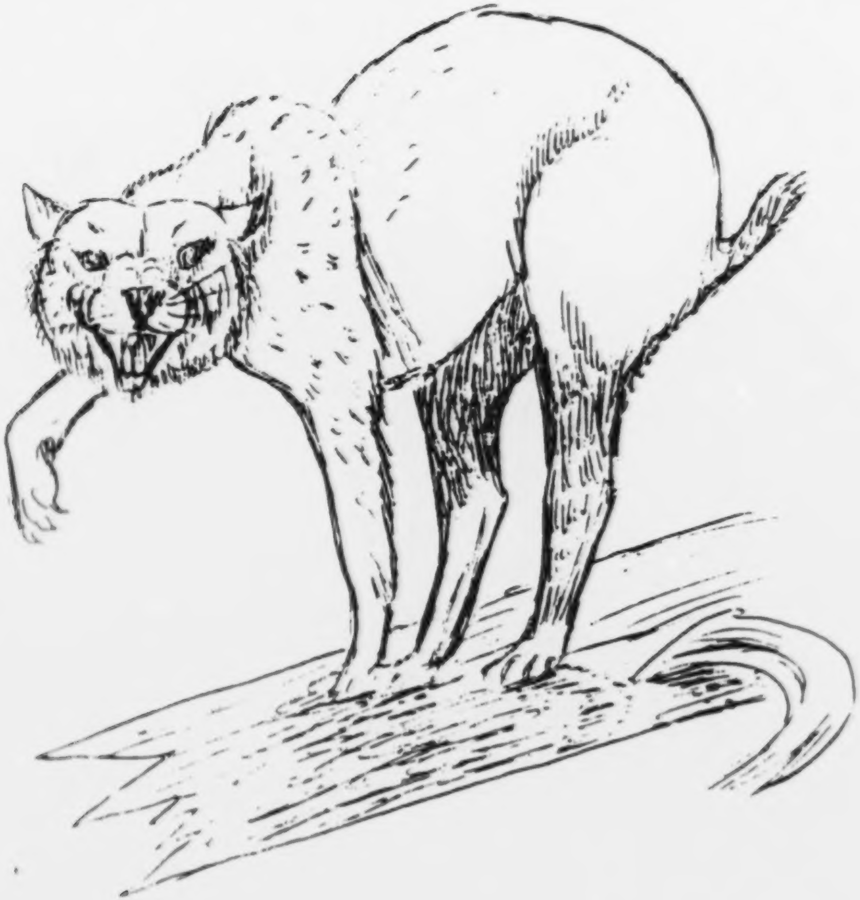


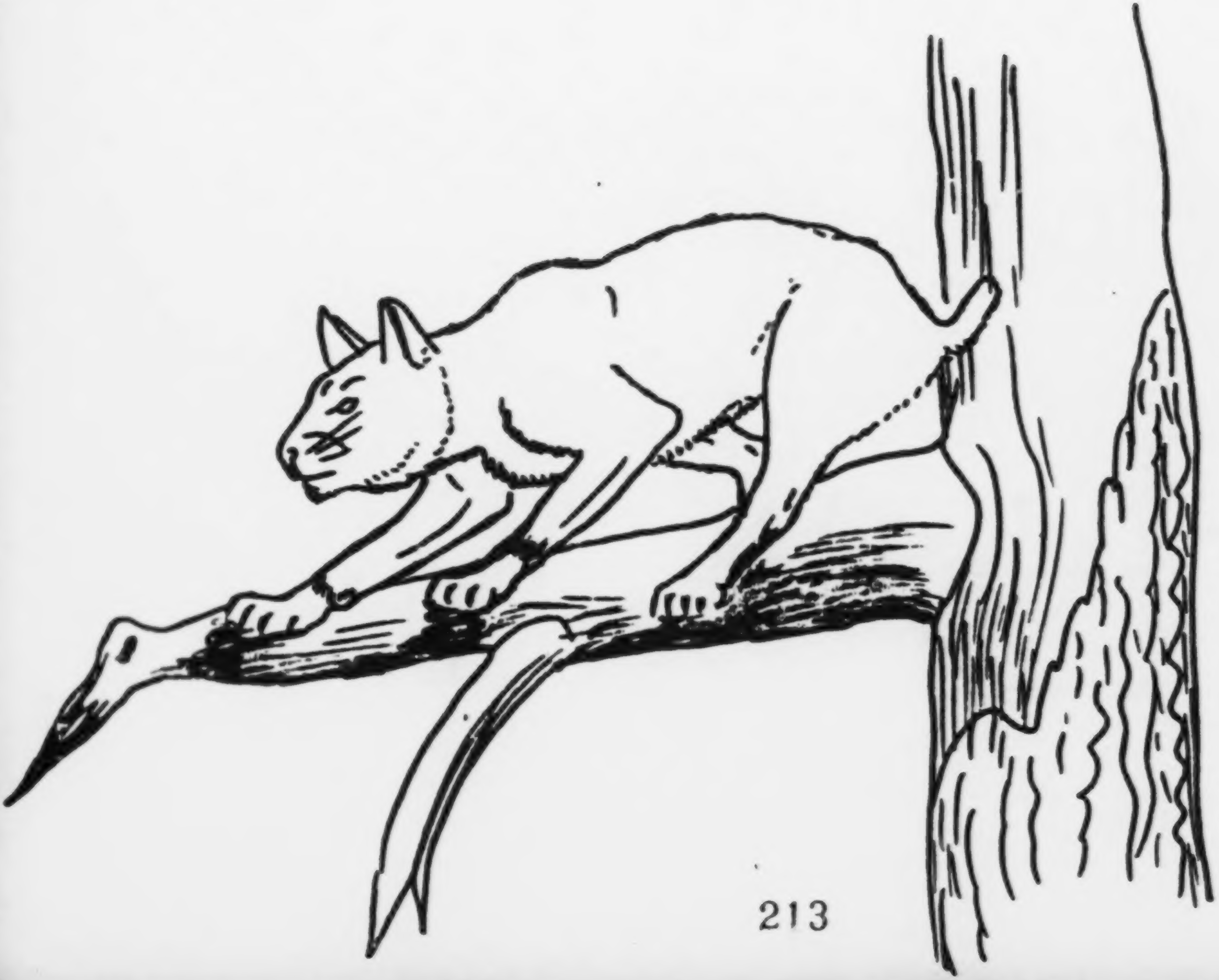


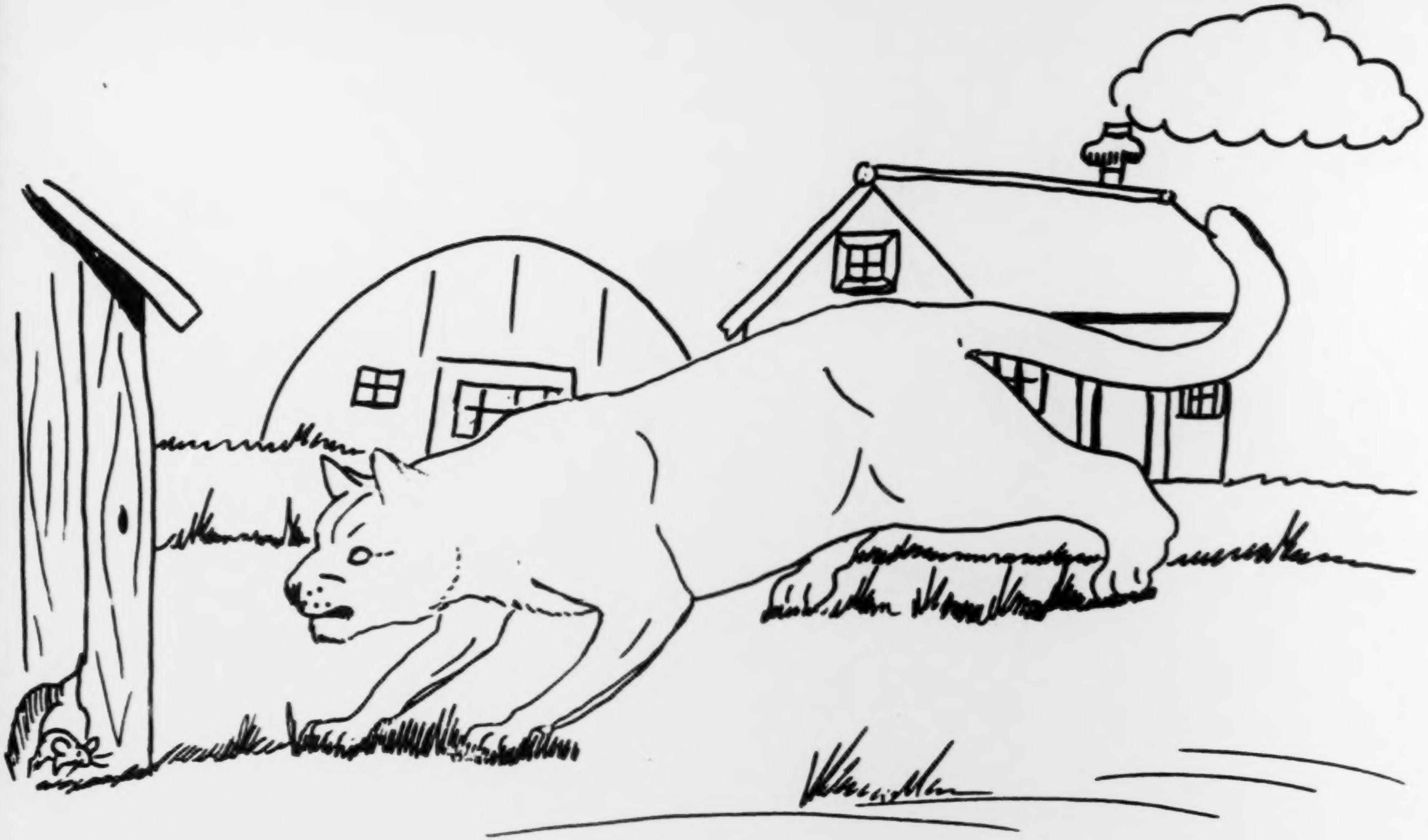


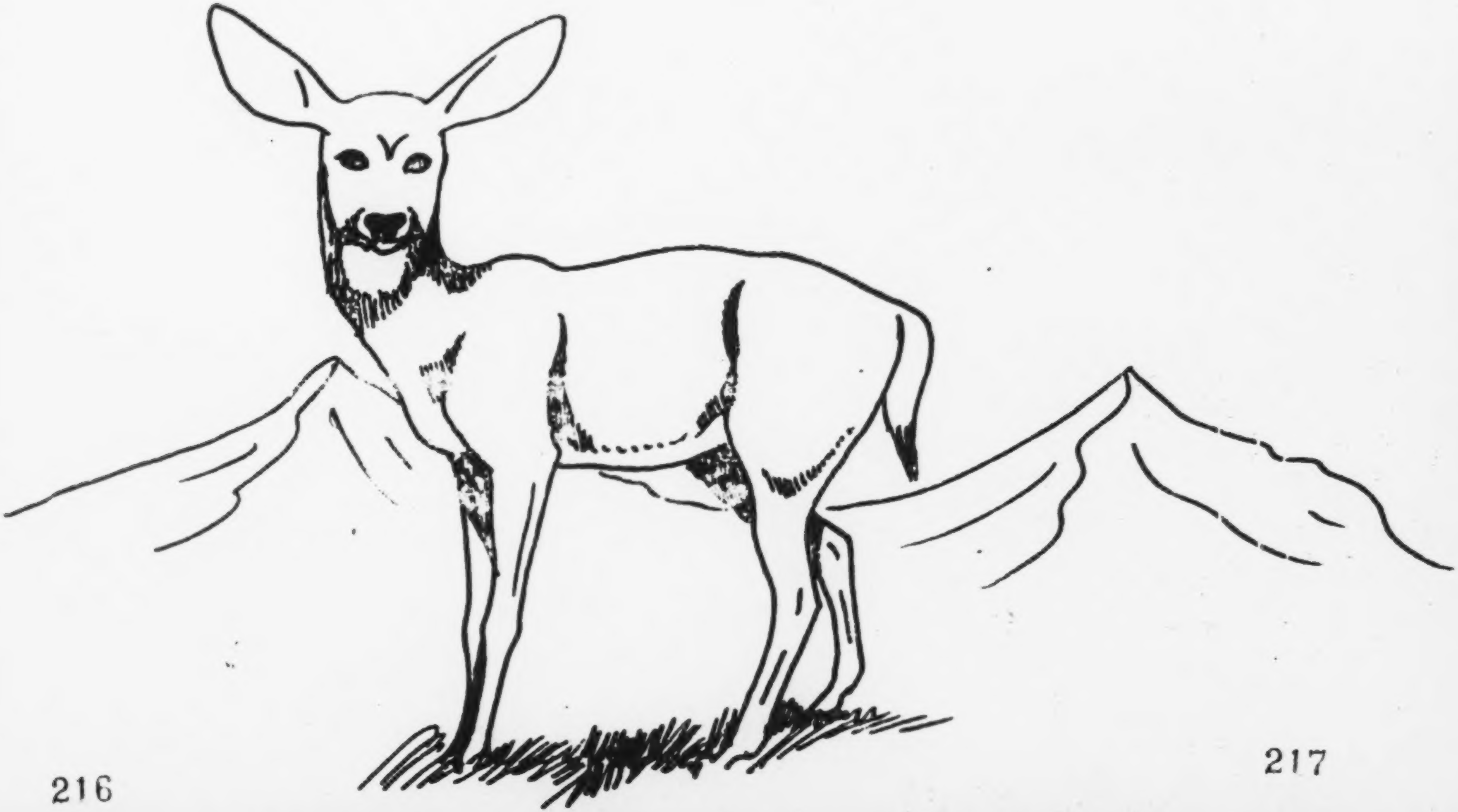


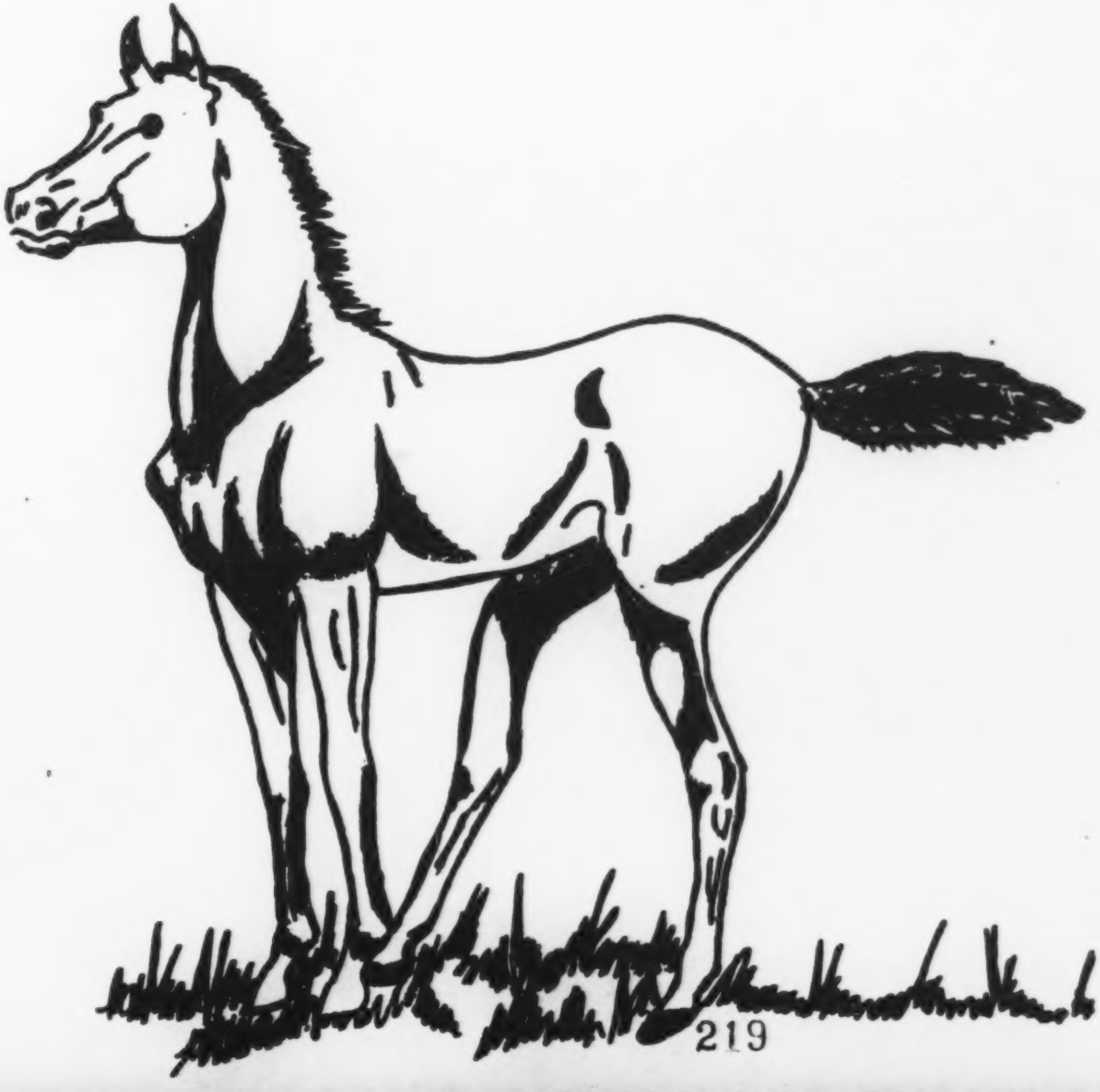


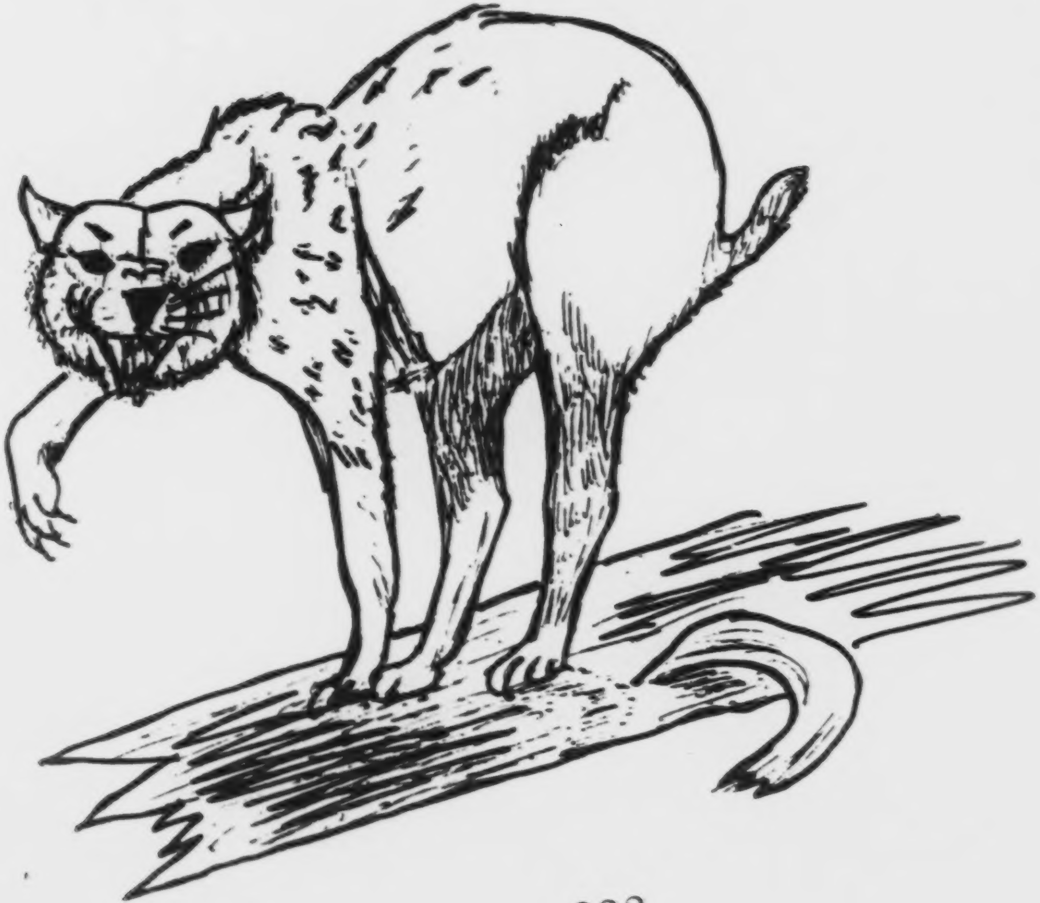












Food Unit

The Indians food was very nutriional and provided the energy they needed for their daily tasks.

Long ago the Indian people didn't go to the supermarkets to get their food. They obtained their food from nature. They also obtained their seasonings from nature. The Indians hunted, fished, raised crops and gathered fruits, herbs, and roots.

Long ago the Indian people barbecued, roasted, and boiled their food over open fire. They also preserved their food. Today food is canned or frozen for preservation, where long ago the Indians dried and smoked their food.

The Indian people gave the White man alot of their food they eat today.

The Plains Tribes

1. corn
2. tomatoes
3. pumkins
4. sun flowers
5. nuts
6. squash
7. turnips
8. wild rice
9. berries
10. potatoes
11. green peppers
12. acorens
13. melons
14. maple syrup
15. sugar
16. beans

Other Tribes

1. chocolate
2. cashew nuts
3. pion nuts
4. peanuts
5. apples
6. chicle (used in chewing gum)

Foods

Objectives

1. Indians had many ways of preserving food.
2. The priciples of preserving food is still used in modern times.
3. Indians had ways of obtaining food.
4. A lot od the food we eat today came from the Indians.
5. To know how to say some of the common foods in your native language.

Materials

1. flash cards
2. language master
3. slides

Activities

1. Have a resource person come in to show how to preserve food.
   Example: slice and prepare dry meat
2. Play food shop game
3. Play run-about

Evaluation

Approx. 75% of the class shall know how to say their common foods in their language.
Approx. 75% of the class shall know that over half of our daily diet came from the Indian.

First Day of Instruction

1. Introduce the lesson.
2. Explain that the Whiteman got alot of food from the Indian.
3. Explain that Indians had ways of obtaining and preserving their food.
4. Introduce the Indian word for potatoes and onion.
5. Have the elders say the word several times.
6. Let the students say the word.
7. Show slides on food.

Second Day of Instruction

1. Review the words for potaotes and onion.
2. Introduce the words for carrots and soup.
3. Have elders say the words.
4. Let the students say the words.
5. Hold up a flash card of carrots and soup, have the students say what it is in their language.

Third Day of Instruction

1. Review the words for potatoes, onion, carrots, and soup.
2. Introduce the words for apple and milk.
3. Have the elders say the words.
4. Let the students take turns saying the words.
5. Say the word, have the students point to the flash card it is. Make sure each child will know what each food is when he/she hears it.

Fourth Day of Instruction

1. Review the words they've ahd previous.
2. Introduce the words for meat and coffee.
3. Have the elders say the words.
4. Let the students say the words.
5. Have the students practice saying the words with one another .

Fifth Day of Instruction

1. Quiz students on the words they've had previous.
2. Introduce the words for tea, salt, and pepper.
3. Have the elders say the word several times until the students can say them.
4. Let each child say them without any help.

Sixth Day of Instruction

1. Review the words for salt, pepper, and tea.
2. Introduce the words for bread and rice.
3. Have the elders say the words.
4. Have each child say the word.
5. Have students practice saying the words with a partner.
6. Make sure students are saying the words correctly.

Seventh Day of Instruction

1. Review words for salt, pepper, tea, bread, and rice.
2. Introduce the words for beans and crackers.
3. Have elders say the words.
4. Have students say the words.
5. Play the game Run-About.

Eighth Day of Instruction

1. Review the words for beans and crackers.
2. Introduce the words for butter and lard.
3. Have the elders say the words.
4. Have students say the words.
5. Have the students do a worksheet on all the foods they've had.

Ninth Day of Instruction

1. Have a resource person come in and show students how to slice and prepare dry meat.

Tenth Day of Instruction

1. Review the words they've had previously, and how to prepare dry meat.
2. Introduce the words for pemmican and dry meat.
3. Have the elders say the words several times.
4. Have the students say the words.
5. Let them have a piece of dry meat or some pemmican.

Eleventh Day of Instruction

1. Review the words for pemmican and dry meat.
2. Introduce the words for turnip and fish.
3. Have the elders say the words afew times, with the students repeating.
4. Hold up a picture of a fish or turnip and have students say what it is in their native language.
5. Let the students play the Food Shop game.

Twelveth Day of Instruction

1. Review the words turnip and fish.
2. Introduce the words for fry bread and corn.
3. Have the elders say the words.
4. Let the students say the words.
5. Let the students do an activity sheet.

Thirteenth Day of Instruction

1. Review the words for fry bread and corn.
2. Introduce the words for pork and sugar.
3. Have the elders say the words.
4. Let the students say the words.
5. Hold up a flash card and have the students say what it is in their native language.
6. Let them play the Food Shop game.

Fourteenth Day of Instruction

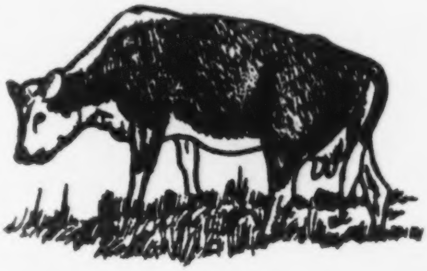
1. Review the words for sugar and pork.
2. Introduce the words for bacon and eggs.
3. Have the elders say the words.
4. Let the students say the words.
5. Using flash card have the children say what they are.
6. Play Food Bingo .

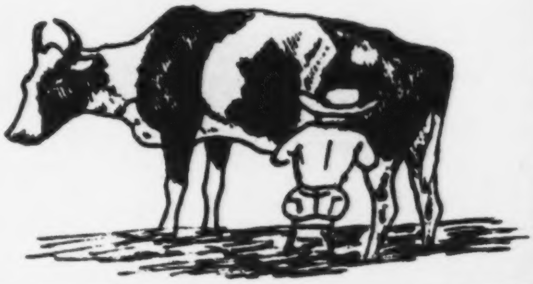
Fifthteenth Day of Instruction

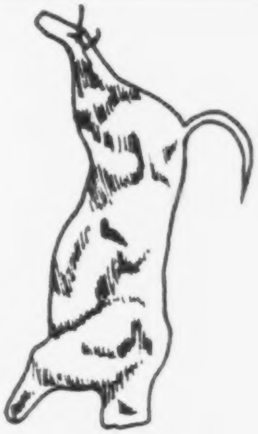
1. Review all the words they've had.

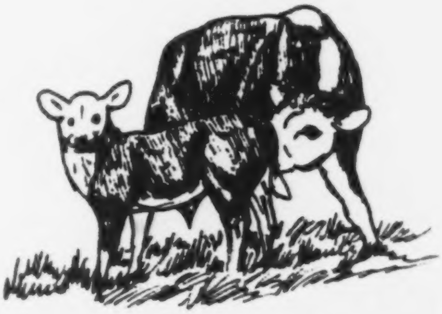
Sixthteenth Day of Instruction

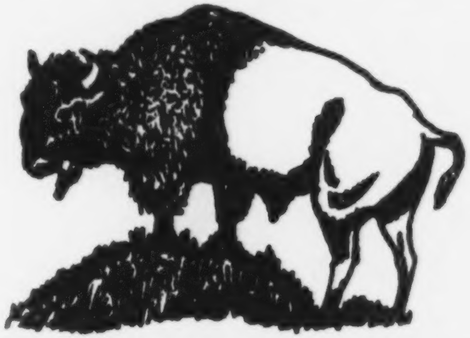
1. Have each child say the name of food in his native language.

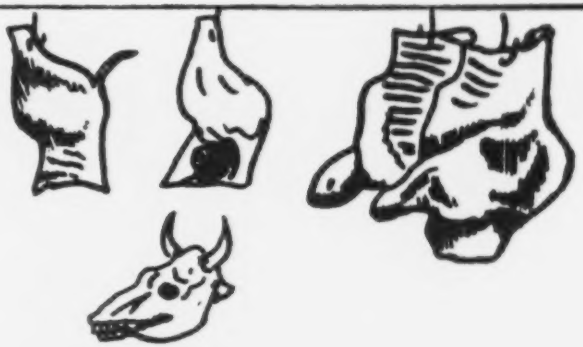


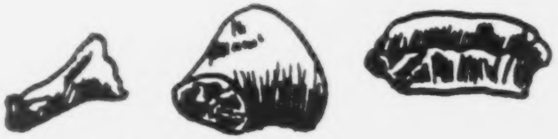


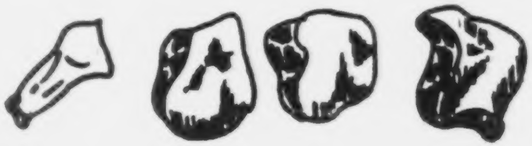












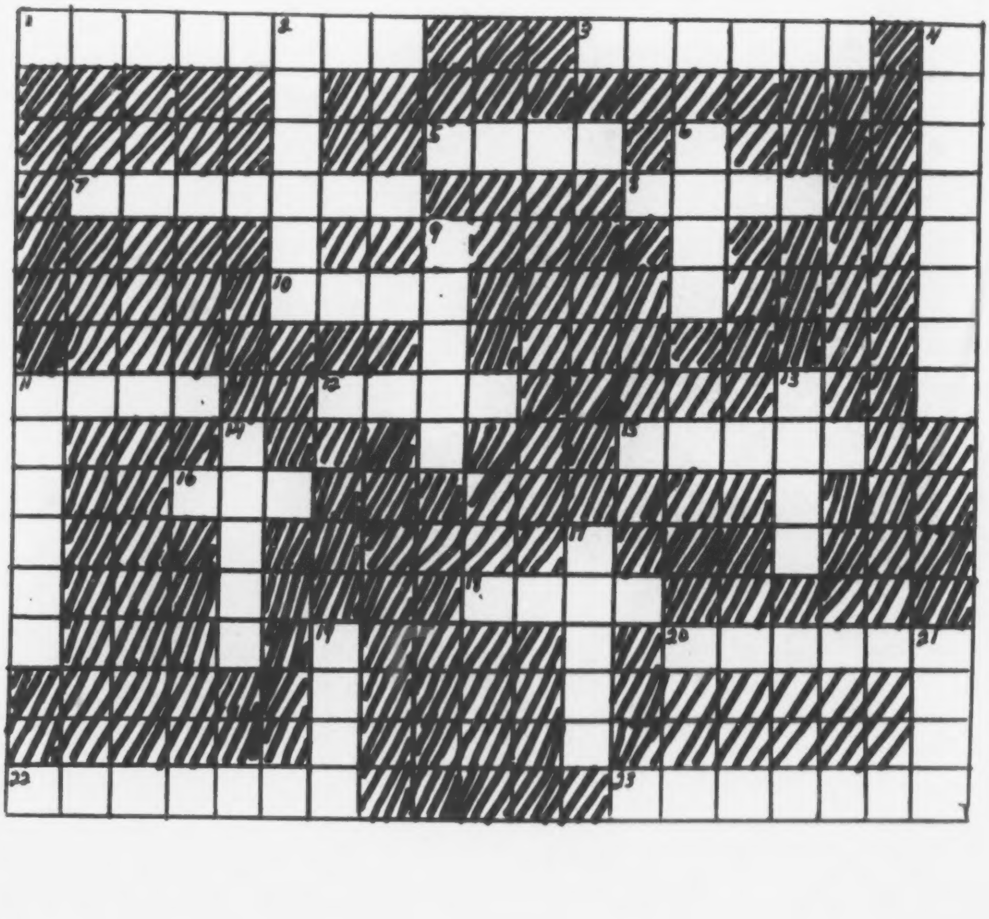
Gros Ventre Foods

Across

1. ga oh
3. yame gin
5. a than
7. na nee sits
8. na whoo?
10. say i wah yahn nuts
11. Oa ek
12.. be dennets
15. not da won
18. bascotan
20.. wat da nuts
16. be jez
22. ah an
23. ega nii

Down

2. tho ga nee
4. gib nat sa?
6. be than
9. ba e ga daik
11. na o bean
13. neen
14. e won ne yah
17. ga tza
19. ne ga ouve
21. non


1
2
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5
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7
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9
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11
12
13
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15
16
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21
22
23

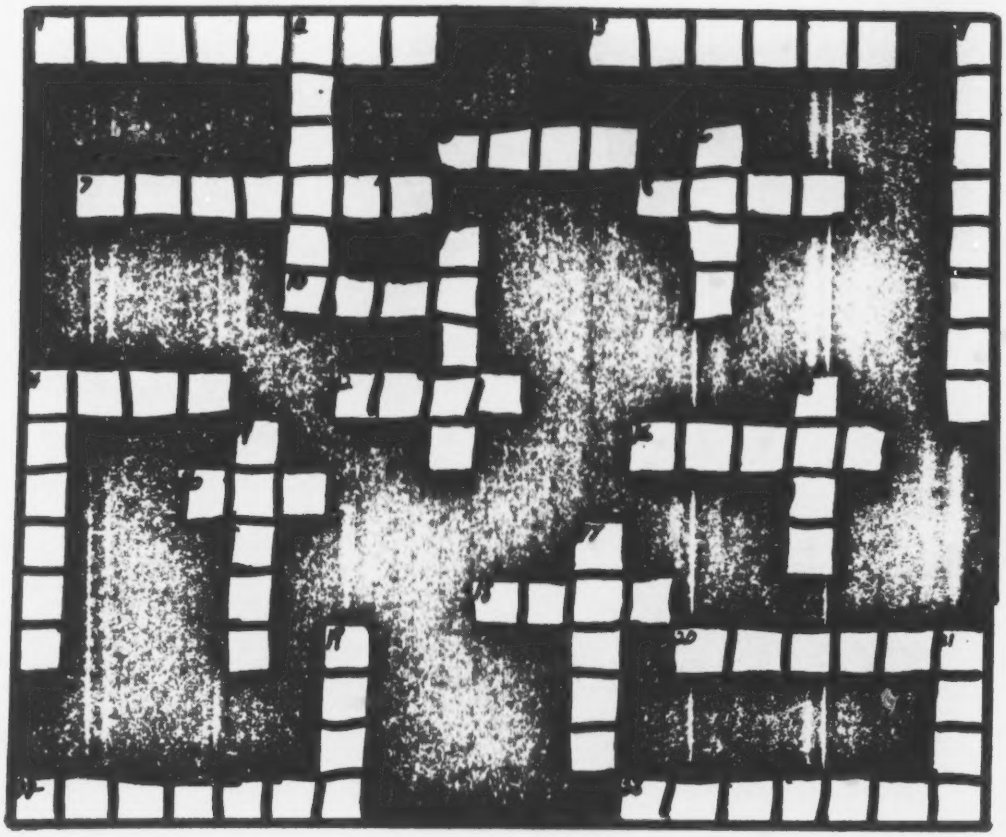
Assiniboine Foods

Across

1. paxe
3. a sambe winkne
5. tan o
7. tempsena ɣi
8. hoxa
10. wa hun bi
11. ga gush tano
12. a sam be
15. ca shmu yambi
16. wax pe
18. wax kumu has
20. axu knu yabe
22. wa cho ne ch
23. tempse na

Down

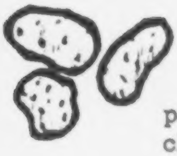
2. cham unzinkne
4. axu yabi winkne
6. psin
9. tas pa
11. cum pa soo soon
13. winkne ska
14. oonk shoo shooną
17 axu yab
19. stu sten
21. winka?



Name ______________________________

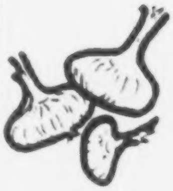
Matching:

Directions: Circle the word that goes with each picture



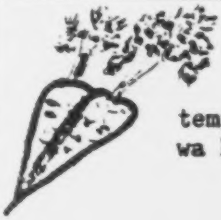
pax̲e
cham unzinke

1

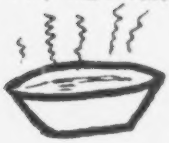


cham unzinke
tempsena ᵞi

2

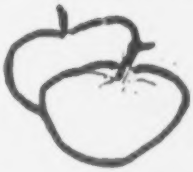


tempsena ᵞi
wa hun bi



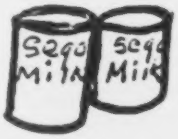
wa hun bi
taś pa

4

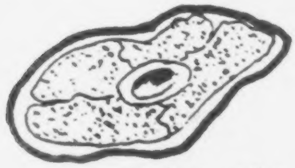


taś pa
a sam be

5

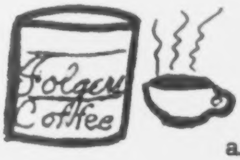

Sego Milk
Sego Milk

a sam be
tan o



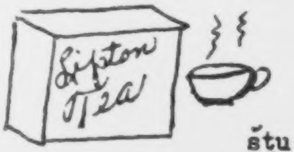
wo kna yabe
tan o

7

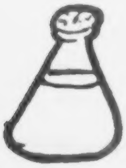

Folgers Coffee

ax̃u kna yabe
wax̃ pe

8

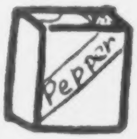


ṡtu ṡten
wax̃ pe



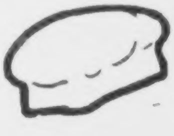
ṡty ṡten
wax pe

10

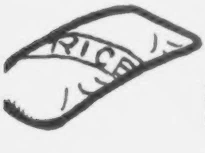


ćum pa sŏo soon
ax̃u yab

11

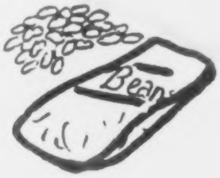


ax̃u yab
p sin



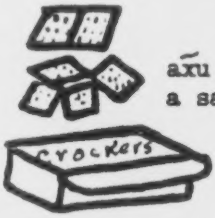
p sin
ŏonk sho shoona

13

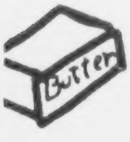


ŏonk shoo shoona
ax̃u yabi saga

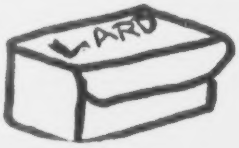
14



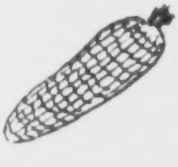
ax̃u yabi saga
a sambē winkné



A sambē winkné
wakne ska



wakne ska
hox̃a

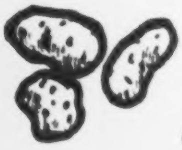


hox̃a
wax kumu has

Name ______________________

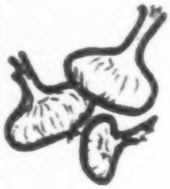
Matching:

Directions: Circle the word that goes with each picture



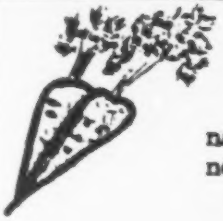
a than
ga oh

1

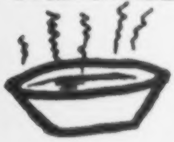


tho ga nee
na nee sits

2

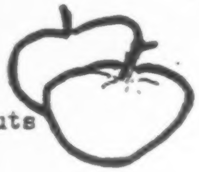


na nee sits
neen



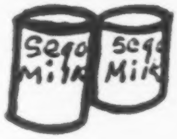
a than
say i wah yahn nuts

4

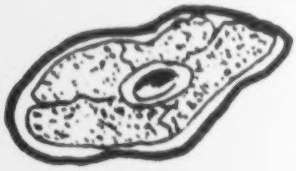


wat da nuts
ba ege daik

5

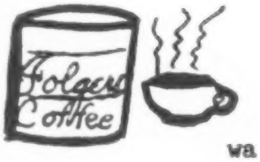


be den nets
e won ne yah



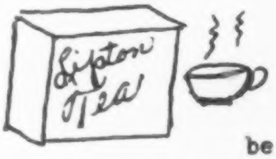
be jez
athan

7

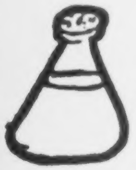


wa da nuts
ba ege daik

8

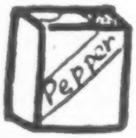


be jez
ga tza



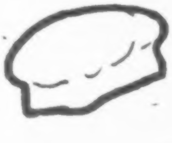
na o bean
ne ga ouve

10

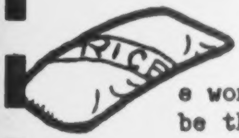


na o bean
ne ga ouve

11

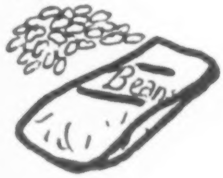


ga tza
dos gah ets soon



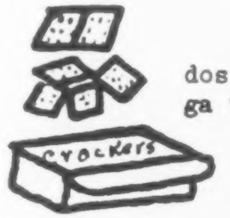
e won ne yah
be than

13

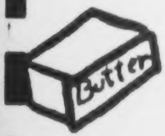


be than
e won ne yah

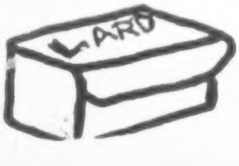
14



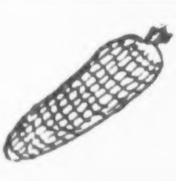
dos gah ets soon
ga tza



eg ā nii
ya me gin



θa ek
neen



bascoton
ah an

SEASONS

Objectives

1. To know that seasons was a way of telling past events.
2. To know that seasons was a cycle of life.
3. To be able to recognize environment and weather changes.

WORDS

English	Gros Ventre	Assiniboine
1. Autumn/fall	dayone	ptayedu
2. Spring	baniow?	wedu
3. Winter	gatzin	waniyedu
4. Summer	beenick	mnugedu
5. Rain	ahthaw	ma gō̆ zu
6. Sleet	wa aw? na sa	wat ut upa
7. Snow	ee?	wah
8. Blizzard	na oh ci?	wah icamna
9. Sunshine	no a who? ges esis	mašte
10. Warm	eneetha ya	cho za
11. Hot	as set ta	caw da
12. Cool	da beya beya	cusni
13. Cold	da ye yota	ošne
14. Cloudy	ene nah na?	o hon ze
15. Hail	A whoot ton	wa su
16. Floods	na nah sinah nitz	minitan
17. Thunder	pa aah?	oat tnēē
18. Lightening	ne geh hah scok?	wakan
19. Northern Lights	zi ga sit dan	wasiyata Iyoyanbe
202 1st Quarter	go ooh esic esis	taja doba kibas spa hawi
New moon		hawi gosh
21. Half Moon	ga ah eck esis	hanke hawi
22. Third Quarter		yamni kibaš spa hawi
23. Full Moon	enesi? ack sis	wi minbe
24. Change of Moon	ene si? ack sis	hawi taja
25. Sun	e sis	wi
26. Moon	e sis	hawi
27. Stars	a do? ooh	we cha x̌ be
28. Weather (good ne e saw)	(bad wa na si saw)	ampetu tó keena
29. Showers	ne nan ath	ma ga zu
30. Storm	wȧ năh ci? sa	o she ja sh
31. Mud	uh sis	op šiza
32. Snow storm	na äts	wah he hon
33. Rain storm	na ah thah	ma gō za

Seasons

First Day of Instructions

1. Introduce the seasons
2. Explain to students that the seasons was a way of telling past events, it was a cycle of life
3. By the time they finished this unit they will be able to recognize environment and weather changes.

Second Day of Instruction

1. Review the four seasons.
2. Introduce the words for snow, sleet, hail, and blizzard.
3. Have each child say the words several times.
4. Have students fo worksheet.

Third Day of Instructions

1. Review the words for the seasons and snow, sleet, hail and blizzard.
2. Introduce the words for thunder, lightening, cloudy and rain,
3. Have each child say the words.
4. Play Run About.

Fourth Day of Instructions

1. Review the words they've hac previous.
2. Introduce the words for floods, showers, mud, and rain storm.
3. Have each child say the words.
4. Let them do a work sheet, draw a picture containing the words.

Fifth Day of Instructions

1. Review the words.
2. Each child should be able to say all the words.
3. If the students can't say the words, this time should be used to practice the words.

Sixth Day of Instruction

1. Introduce the words for cool, warm, hot and cold.
2. Have each child say the words.
3. Let the students do a work shhet.

Seventh Day of Instruction

1. Review the words they've had previous.
2. Introduce the words for weather, storm, and snow storm.
3. Let each child say the words.
4. After the kids can say the words they can do a work sheet.

Eighth Day of Instruction

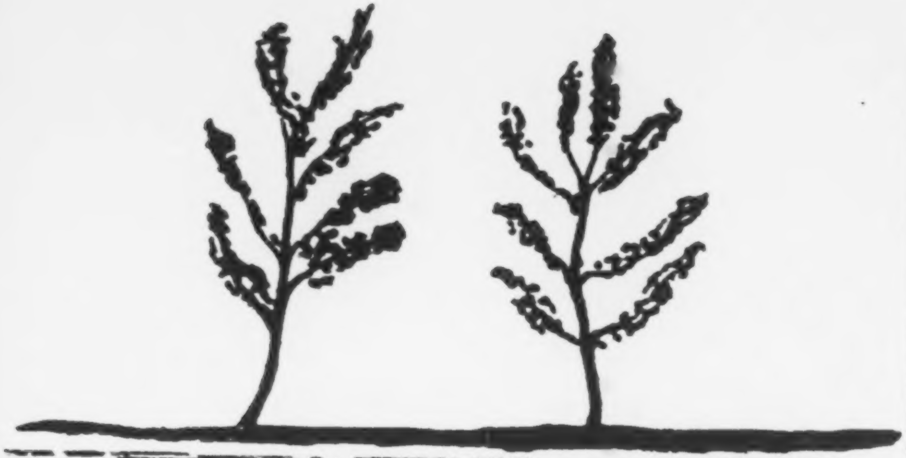
1. Review the words they've had previous.
2. Introduce the words for first quarter, half moon, third quarter and full moon/change of moon.
3. Let each child practice saying the words.

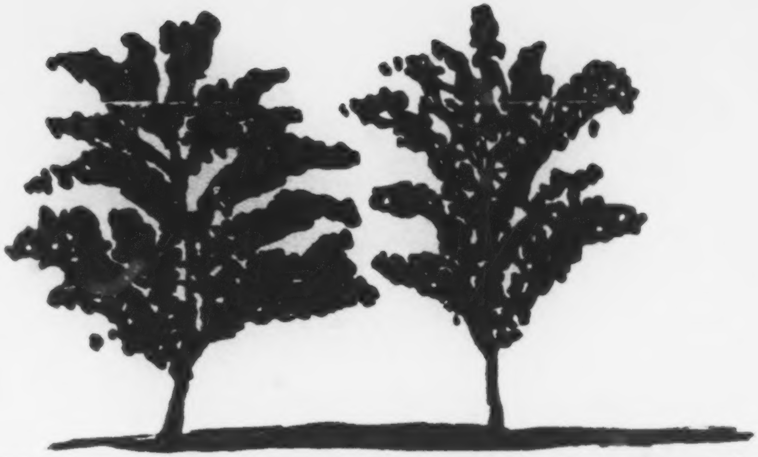
Ninth Day of Instructions

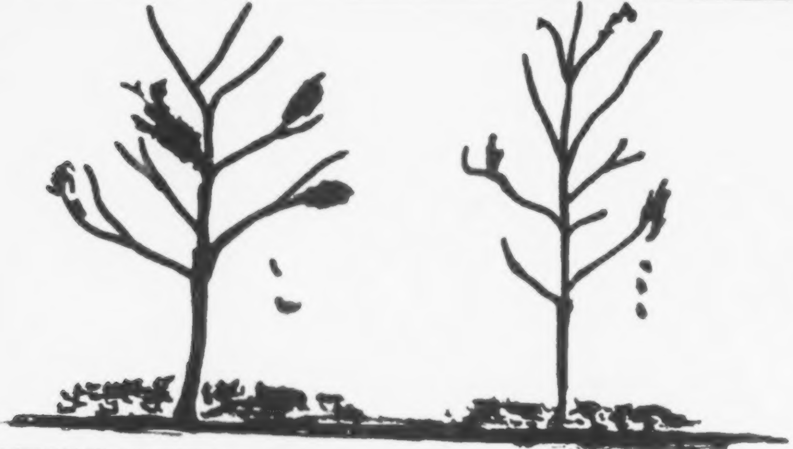
1. Review the words they've had previous.
2. Introduce the words for sun, moon, stars, and northern lights.
3. Let each child say the words.
4. When each child can say them, they canddo a work sheet.

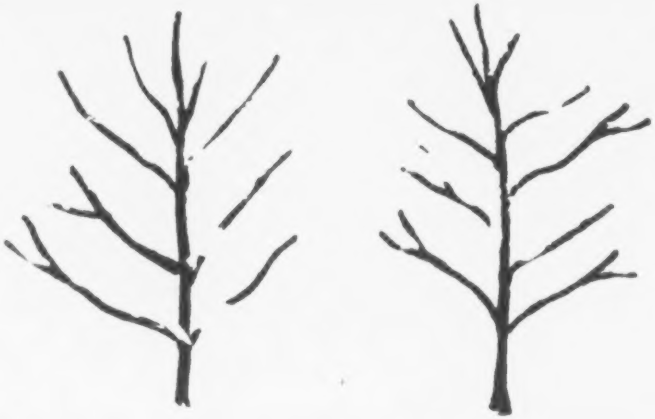
Tenth Day of Instructions

1. Each child should be able to say all the words.
2. Quiz each child orally. Make sure they are out of ear shot of the other students.









Date ____________________19____ Name ____

SEASONS - Assiniboine

Directions: Read each paragraph and then decide which season it names, write the letter on the blank which is beside the season word list.

Can You Name The Season?

The snow is falling, it is getting deeper and deeper, soon we will be able to go sliding.

What Season?

____

Soon school will be out, we will soon be having our school picnic. The ticks are out, so be careful when playing on the grass.

What Season?

____

John and Patty stared out the window, there was some snow on the ground, but they felt it wasn't enough for Christmas. Soon the snow began to fall, they were overjoyed!

What Season?

____

Mrs. Tucker decided she would take her class to Sleeping Buffalo for their field trip. They were getting very anxious as they could tell it would be soon, the grass was turning green and the birds were singing.

What Season?

____

Pretty leaves are falling everywhere, it is time to go back to school. All the birds are flying south.

What Season?

____

Oh boy! It will soon be time to go swimming! It is warm now, 80 it supposed to get up to 90 tomorrow, Whew! The swimming pool will be full.

What Season?

____

Mrs. Walsh took the children outdoors to collect leaves for an art and Science project, they picked many colorful leaves.

What Season?

____

A. Ptayedu
B. Mnugedu
C. Waniyedu
D. Wedu

Date________________19_____ Name ____

ASSINIBOINE

Seasons - Draw a picture for each question. Each season is underlined.

What is it that you most like to do in the Ptayedu time?

What is it that you most like to do in the Waniyedu time?

What is it that you most lide to do in the Wedu time?

What is it that you most like to do in the Mnugedu time?

A. PTAYEDU

B. WANIYEDU

C. WEDU

D. MNUGEDU

Date________________19____   Name____________________________________

Seasons of the Year - Assiniboine

Fill in the blank with the correct word in Assiniboine.

I. It is very cold in the __________________________________ time.

2. You can see many colored leaves in the ________________________.

3. The grass is turning green and flowers are growing on the hill side

_________________________________.

4. I like to go _________________________ in the ___________________________.

5. We have to dress warm _______________________________________.

6. Birds are singing, the grass is turning green _______________________________.

7. We go back to school ______________________________________.

8. We have three (3) months vacation ________________________________.

A. Waniyedu

C. Wedu

B. Ptayedu

D. Mnugedu

Date ______________19____ Name ______________________________

Seasons - Assiniboine

Directions: Write the English word underneath the Assiniboine word.

Waniyedu

____

Ptayedu

____

Wedu

____

Mnugedu

____

Name:____ Date______________________19______

Match the Seasons - Assiniboine

Directions: Draw a line from the word in Assiniboine to the correct season picture.

1. MNUGEDU

2. PTAYEDU

3. WANIYEDU

4. WEDU

Date ______________ 19____ Name ________________________________

Match the Seasons - Assiniboine

Directions: Draw a line from the word into the correct season picture.

1. Ptayedu

2. Mnugedu

3. Wedu

4. Waniyedu

A. Ptayedu

B. Waniyedu

C. Wedu

D. Mnugedu

Months - Days of the Week - Holidays

Objectives

1. To be able to know that long ago there was no calandar.
2. To be able to know that long ago our ancestors kept track of the months, days of the week and holidays by events.
3. To be able to know the word meaning of the words.

English	Gros Ventre	Meaning
January	ena hona gata	Its real cold
Febrary	bay he sis	Tricky month
March	na Oana Oday ats	Snow blind month
April	ena ho beeska	When the leaves come out
May	Inha a thada	May storm
June	Ihayoowenahothde	June berries are ripe
July	etheth atze bin ahothde	Goose berries are ripe
August	day how on a ho thde	Chokecherries are ripe
September	dayon	fall of the year
October	oho genga	When the leaves fall
November	basgen e sis	Turkey month
December	bas bate dan e sis	Christmas month
Sunday	bedanees	Holy day
Monday	enees bet dane seen	1st day after holy day
Tuesday	ninee seen ith	two days after holy day
Wednesday	nath da keen	third day after holy day
Thursday	yan da kee	four days after holy day
Friday	tsa hak	chopping day
Saturday	bengit	give away day
New Years	wa na ya gets	
4th of July	beegin bas batan eese	
Easter	non bate daneese	
Memorial Day	en ohoo bebs dobe yagy	

English	Gros Ventre	Meaning
Thanksgiving	bass geneese	
Christmas	bass bate dan eese	
Ash Wednesday	bet dan get eese	
Presidents Birthday	ne nas sibic egysin nibe	

Months - Days of the Week - Holidays

First Day of Instruction

1. Introduce the lesson.
2. Introduce the words for January, Febrary, New Years, Presidents Birthday.
3. Introduce the meaning of the word.
4. Let each child say the word.

Second Day of Instruction

1. Review the words they've had previous.
2. Introduce the words for March, April, Ash Wednesday, and Easter.
3. Introduce their meaning.
4. Let each child say the words.
5. Let them draw a picture of the words or events they learned today.

Third Day of Instructions

1. Review the words they've had previous.
2. Introduce the words for May, June, July, Memorial Day, and 4th of July.
3. Introduce their meanings
4. Have each child say the word.

Fourth Day of Instruction

1. Review the words they've had previous.
2. Introduce the words for August, September, October, and November.
3. Introduce their meanings.
4. Let each child say the words.
5. Let them do a work sheet.

Fifth Day of Instruction

1. Review the words they had the day before.
2. Introduce the words for December, Thanksgiving, Christmas, Sunday and Monday
3. Introduce their meaning.
4. Let each child say the words.
5. When each child can say the words, they can do an activity sheet.

Sixth Day of Instruction

1. Review the words they've had previous.
2. Introduce the words for Tuesday, Wednesday, Thursday, and Friday.
3. Introduce their meanings.
4. Let each child say the words.

Seventh Day of Instruction

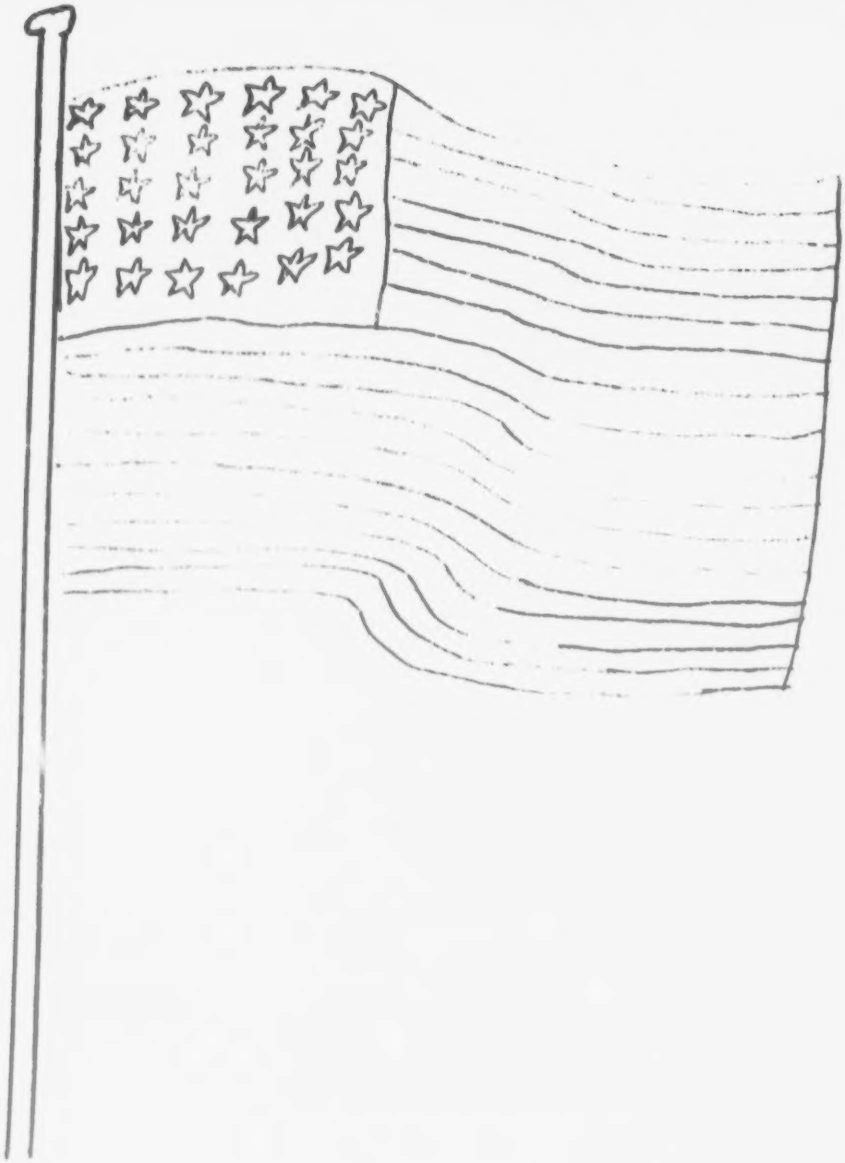
1. Each child say the words orally to the teacher or aide, and give their meanings.

Draw a picture of the folowing, January (It's real cold), Febrary (Tricky month), New Years, Presidents Birthday, in each of the squares.

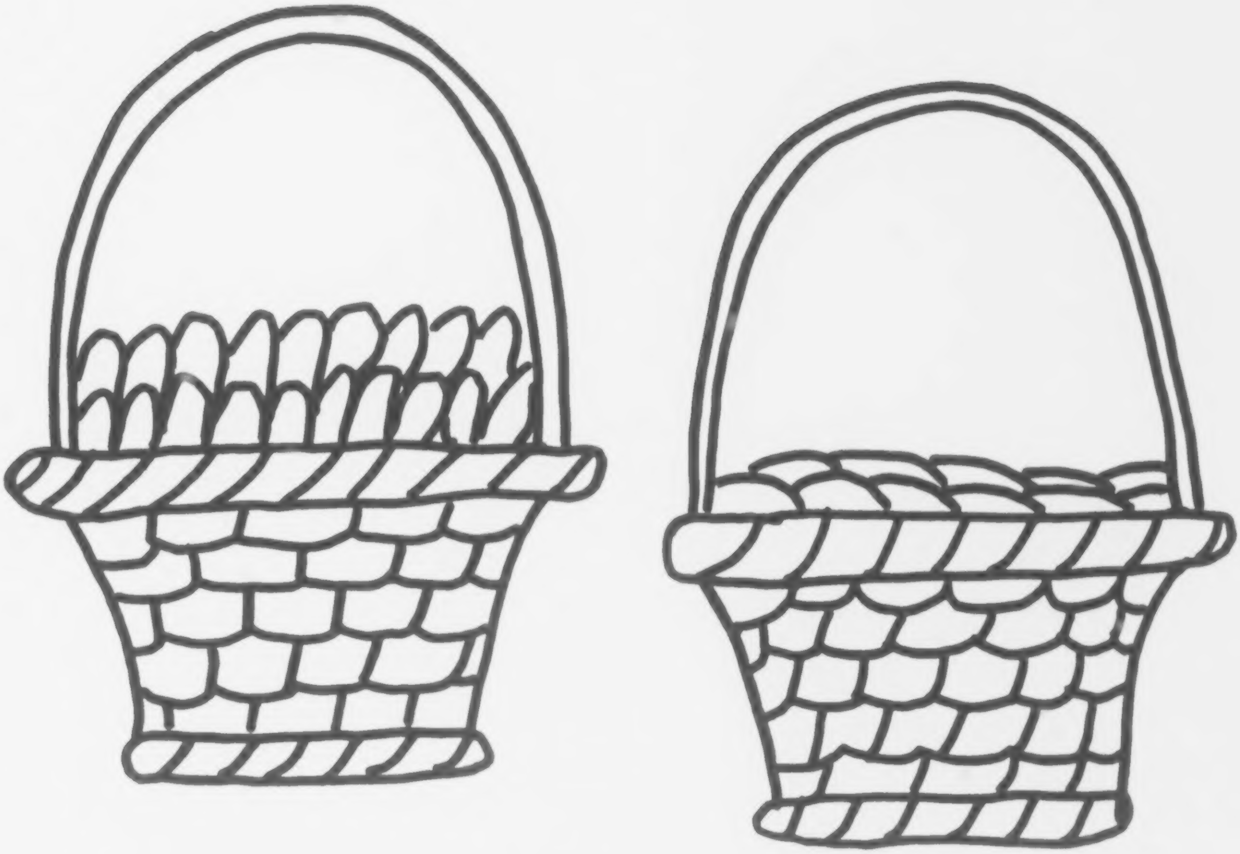
Draw a picture of the Snow Blind Month.

Draw a picture of "When the leaves are coming out."

BEST COPY AVAILABLE



Color the ne waak? ba ah, ganadaya, and nanutza.



Color neeth non ganadaya. Color batedadus non ba ah.
Color nathadus non e wa nuth geya. Color anhabatedadus non neehaya.
Color gathay non neeyaha and ba ah.

What Holiday is this?

Draw a picture of when
the "Chokecherries are ripe.

Draw a picture of the
"Fall of the Year

Draw a picture of
"When the Leaves fall."

Draw a picture of
" Turkey Month"

DRAW WHAT YOU ARE THANKFUL FOR

SCHOOL UNIT

Long ago Indian children learned by listening, observing and practicing outside the confines of a classroom.

The Inidan children learned from parents and older people. The entire family was important to the children in the learning process. They learned by listening to the older people tell stories of long ago.

Observing was another way of learning. The boys would observe the elders when hunting, fishing and making weapons etc. The girls would watch the elders sew, cook, tend to the crops, build and maintain a household. Besides these they learned the morals, religion and values of their people.

OBJECTIVES:

1. By the end of this lesson, each child should be able to recall:
   - a. The concept of a school
   - b. That there are different kinds of people in his/her school.
   - c. Also that there are different kinds of rooms in his/her school.
2. By the end of this lesson, each child should know that:
   - a. Indian people traditionally did not have school. learning took place at home and in the environment.
3. By the end of this unit, each child should be able to:
   - a. Auditorally recognize and discriminate the units language content.
   - b. orally reproduce the language content.
   - c. visually recognize and discriminate pictures of school related objects.
   - d. Demonstrate an ability to use the intellectual skills of recall, matching, sequencing and classification.

MATERIALS NEEDED:

1. Pictures
2. Objects from the classroom

PROCEDURE:

1. Review the vocabulary from the English Language
2. Use pictures to introduce the Indian language (children should hear the words several times)
3. Practice saying the words using groups and individual forms of response.
4. Be sure to discuss to the students that Indians didn't have schools. they learned at home and from the environment.

ACTIVITY:

. Hop Scotch
. Run About
3. Pictures
4. Worksheets

Hopscotch:

I. Use masking tape to construct (3) large hopscotch games on the classroom floor. Duplicate several copies of pictures of school, books, and pencils. Tape these pictures into the hopscotch square. Divide the children into (3) groups; one for each game, then say one vocabulary word. The first child in each group through his/her hopscotch game stopping only on those squares with pictures that represent the vocabulary word called. Continue through until each child has had at least one turn. Be sure and say the word in Indian or the native language.

II. Use the hopscotch squares that were used in the activity above. Have the children play an ordinary game of hopscotch. Use the same pictures. Have the children hop from square to square and call out the names of any picture that they hop on. Be sure and listen to the children to make sure they say the word right.

Runabout:

I. Have the children stand in a circle. Place the pictures of different school objects in the center of the circle. Walk around the outside of the circle. Touch (2) students at the same time on the shoulders, say one of the pictures in Indian. Those (2) students are to run in opposite direction around the outside of the circle, re-enter the circle to their original positions and sort through the pictures in the middle to find the appropriate picture for the word they have spoken. The first child to find the picture in Indian. Repeat until the students have all had a turn.

Evaluation:

Approximately 75% of the class should be able to say the word and be aware of the word when they hear them.

Vocabulary:	Gros-Ventre	Assinitoine
school	in a who wa ta nah hah	o wa ya wa
books	wat tan ha	wo wapi en o wa
pencil	wat ta na ha	e wa oak ma
our school	in a who wa ta nah hah a keen	owa ya wa u gi e ta wa be
our pencil	e wat ta na ha ne ta	u give e wa oak ma
our books	e wat tan ha ne ta	wo wapi en o wa ugive
Men's meeting place	a han a kee	wi ca be o nee ga teb

First Day Of Instruction

1. Explain how school long ago is different than school today.
2. Introduce the new vocabulary words pertaining to school. Having the students repeat the words several times.
3. Show the students pictires of the difference between school today and school long ago.

Second Day Of Instruction

1. Review vocabulary words.
2. Have the class divide into (2) groups to see which groups can say the new words without any help.
3. Have the older students write a short paragraph on the difference of school today and years ago. The younger students can write a sentence. It can be in one area.

Third Day Of Instruction

1. Review words
2. Play run about or another game that will reinforce the vocabulary words.

Fourth Day Of Instruction

1. Have the students use objects from the school area and say the words without any prompting. This is to see if they can say the words. It's kind of a Quiz, the little ones may need a little help.

Write a paragraph on "What Christmas is to me."

NAME: ______________________________ DATE: ______________

BILINGUAL - Days of the Week Gros-Ventre

Final Test

Directions: Place the correct letter on the blank beside each Gros-Ventre week day word from the English week day words at the right.

GROS-VENTRE		ENGLISH
1. Eneesbetdaneseen	______	A. Friday
2. Bengit	______	B. Tuesday
3. Betdanees	______	C. Monday
4. Yandakee	______	D. Wednesday
5. Nathdakee	______	E. Saturday
6. Nineeseenith	______	F. Sunday
7. Tsahak	______	G. Thursday

Now on the blanks below, write the week day words in correct order in the English language.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

When you have finished the test, go to the Gros-Ventre Bilingual Aide or to your teacher and pronounce the Gros-Ventre week day words in correct order. The aide or teacher will place a star at the bottom of this page if you pronounce them correctly. Remember you have to pronounce them correctly and in correct order!

NAME: ____________________________________ DATE: ____________________

GROS-VENTRE - School Helpers

Directions: Write the English word on the blank underneath the Gros-Ventre word.

Wŭ nă dă

____

Aats wă dă nă haaʔ

____

Nē awăt năhaʔgĕn

____

Nē waaʔ

____

Nē yaaʔtsă

____

NAME: ____ DATE: ______________________

GROS-VENTRE - School Friends

QUIZ - Five (5) words

Directions: Place the letter on the blank beside each Gros-Ventre word from the English words at the right.

GROS-VENTRE	ENGLISH
Nēē Waaʔ _____	a. book
Aats wă dă nă haaʔ _____	b. flag
Wŭ nă dă _____	c. crayon
Nē yaaʔtsă _____	d. desk
Nē awăt năhaʔgĕn _____	e. tablet

On the blanks beside each Gros-Ventre, write the English word.

Wŭ nă dă ______________________________

Nēē Waaʔ ______________________________

Aats wă dă nă haaʔ ______________________________

Nē awăt năhaʔgĕn ______________________________

Nē yaaʔtsă ______________________________

When you have finished the exercises at the top, go to the Gros-Ventre aide or using the language master, pronounce each word, she/he will place a check mark beside each word if it is pronounced correctly.

Nē yaaʔtsă ____ Wŭ nă dă ____

Nēē Waaʔ ____ Nē awăt năhaʔgĕn ____

Aats wă dă nă haaʔ ____

A. Ă ʔgŭ dă

B. Dă kă ʔ

C. Wăt ă naa hă ʔ

D. Cōō yaa ʔ

E. Āhe ʔ yă ʔ

NAME: ______________________________ DATE: ____________________

GROS-VENTRE - School Friends

MATCHING - Draw a line from the English word to the Gros-Ventre word.

ENGLISH	GROS-VENTRE
Ruler	Wăt ă naa hă ʔ
Paste	Āhe ʔ yă ʔ
Scissors	Dă kă ʔ
Eraser	Cōō yaa ʔ
Pencil	Ăʔgŭ dŭ

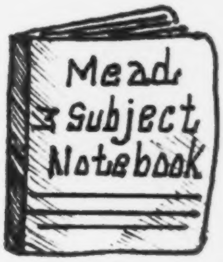
NAME: ______________________________

DATE: ______________________

Directions: Place the letter of the Gros-Ventre word on the blank under the correct picture.

a. Nē yaaʔ tsă b. Nŭ nă dă c. Aats wă dă nă haaʔ d. Nē waaʔ

e. Nē awăt năhaʔ gĕn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3 Subject
Notebook

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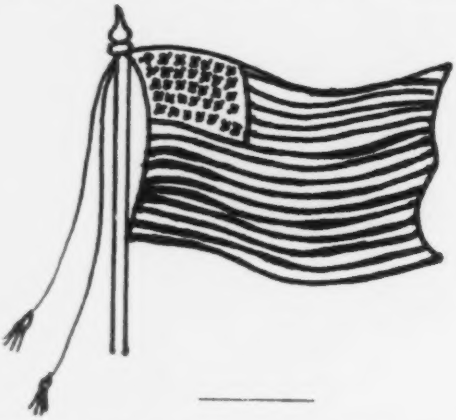

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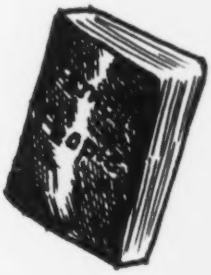

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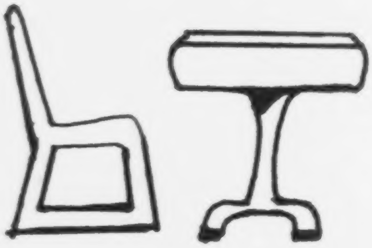

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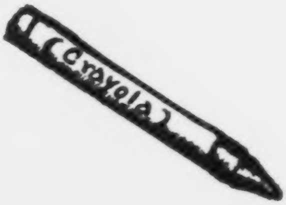

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NAME ______________________________ DATE ______________________________

GROS VENTRE - School Helpers

Directions: Write the English word on the blank underneath the Gros Ventre word.

WŬ-NĂ-DĂ

____

ĂĀTS-WĂ-DA-NĂ-HĂAʔ

____

NĖ-ȦWĂT-NȦHAʔ GĔN

____

NĒ-W[illegible]

____

NE-YAAʔTSĂ

____

NAME______________________________ DATE__________________19_____

Worksheet - #1

SCHOOL HELPERS - Fill in the blank.

1. We pledge the allegiance to the ______________________.

2. "Cut out this picture with your ______________________."

3. "Don't sharpen your ______________________ too much."

4. "Can I please borrow your (t ō - gaanaadaaya) ______________________."

5. Use your ______________________ to measure the book.

6. She went to the library to check out a ______________________.

7. I need to buy a new ______________________ because I only have two sheets left.

8. "Please sit up straight in your ______________________."

9. "You need some ______________________ to make the picture stick to the paper.

10. Jack made a mistake so he used his ______________________ to clear it out.

Name:______________________________________ Date________________19________

Directions: Number the words as you hear them, then pronounce each word to the aide.

FLAG ________

BOOK ________

TABLET ________

DESK ________

CRAYON ________

NAME:______________________________ Date__________________19______

Worksheet - # 2

SCHOOL HELPERS - Guess what it is! Write your answer on the blank.

1. I am red, white, and blue ______________________________.

2. I come in many different colors and I have a lead ______________________________.

3. Without me you wouldn't be able to learn in school ______________________________.

4. Be careful when handling me, I am sharp ______________________________.

5. You use me to clear out mistakes ______________________________.

6. I am used to measure with ______________________________.

7. I am made of wax and I come in many different colors ______________________________.

8. You use me to do your work, you write on me ______________________________.

9. You sit at me when you do work ______________________________.

10. I am sticky and I am used to make things stick together ______________________________.

NAME:____ DATE__________________19____

Worksheet - # 3 ASSINIBOINE - School Helpers

WHAT AM I? - Fill in the blank with the correct answer.

1. I have pages and I come with many different titles, what am I?________________.

2. I can get very junky if you don't clean me out often, what am I?______________.

3. I am used to cut paper or cloth, what am I? ______________________________.

4. Whooops! Made a mistake, you can use me to clean out the mistake, what am I? ______________________________.

5. I am sticky and used to make things stick together, what am I? _______________.

6. I come in wood or plastic and you can find out the size of things with me, what am I? ______________________________.

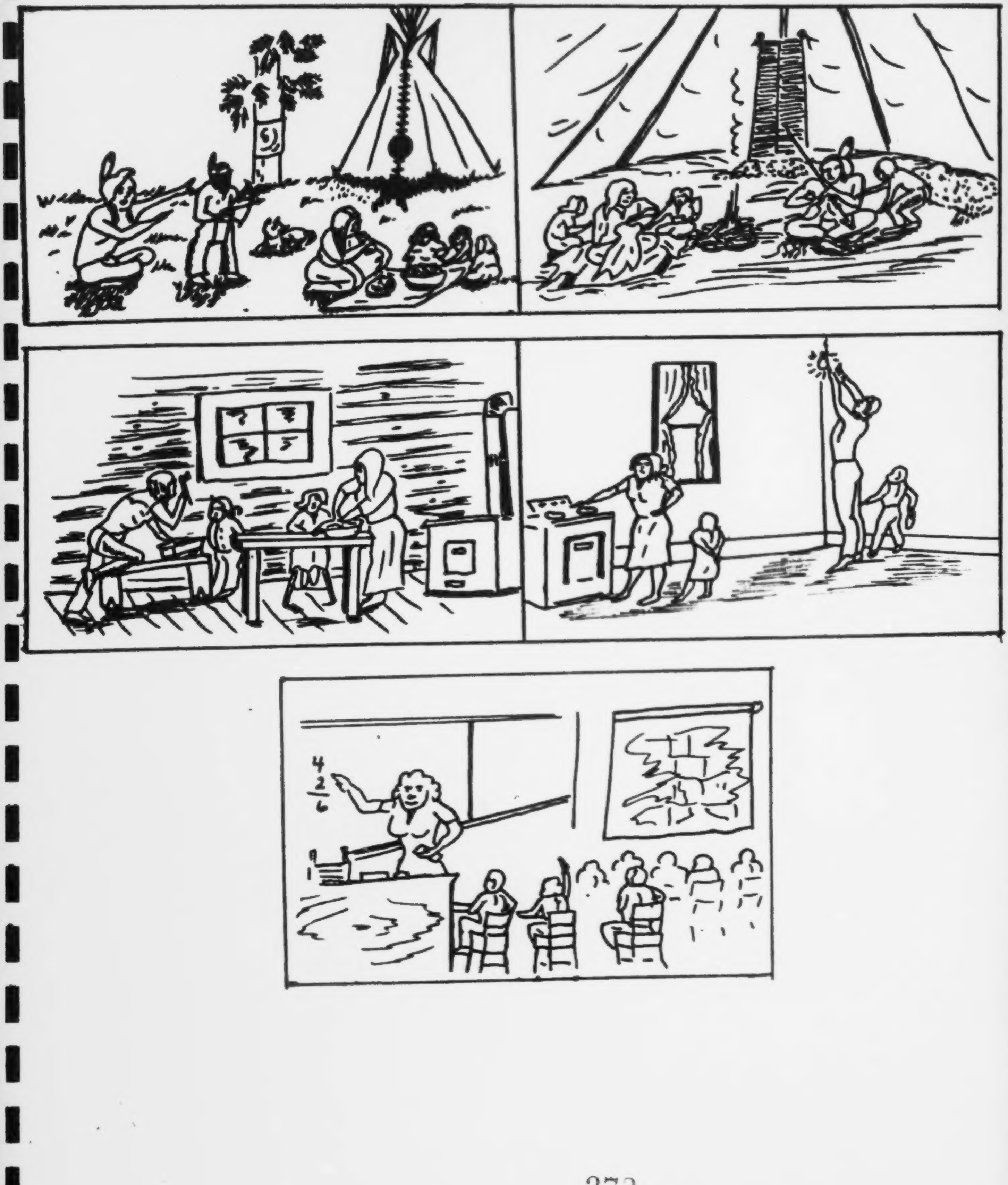
7. I help you do your work in school, you write with me, what am I? ______________ ______________________.

8. I have "50" stars and red and white stripes, you should honor me, what am I? ______________________________.

9. I am used to help you with your school work too, I am bound with a spiral bounder and come in many sheets, what am I? ____________________________.

10. I come in many different colors, and I am used to make your pictures beautiful, what am I? ____________________________________.

PAST AND PRESENT WAYS OF TEACHING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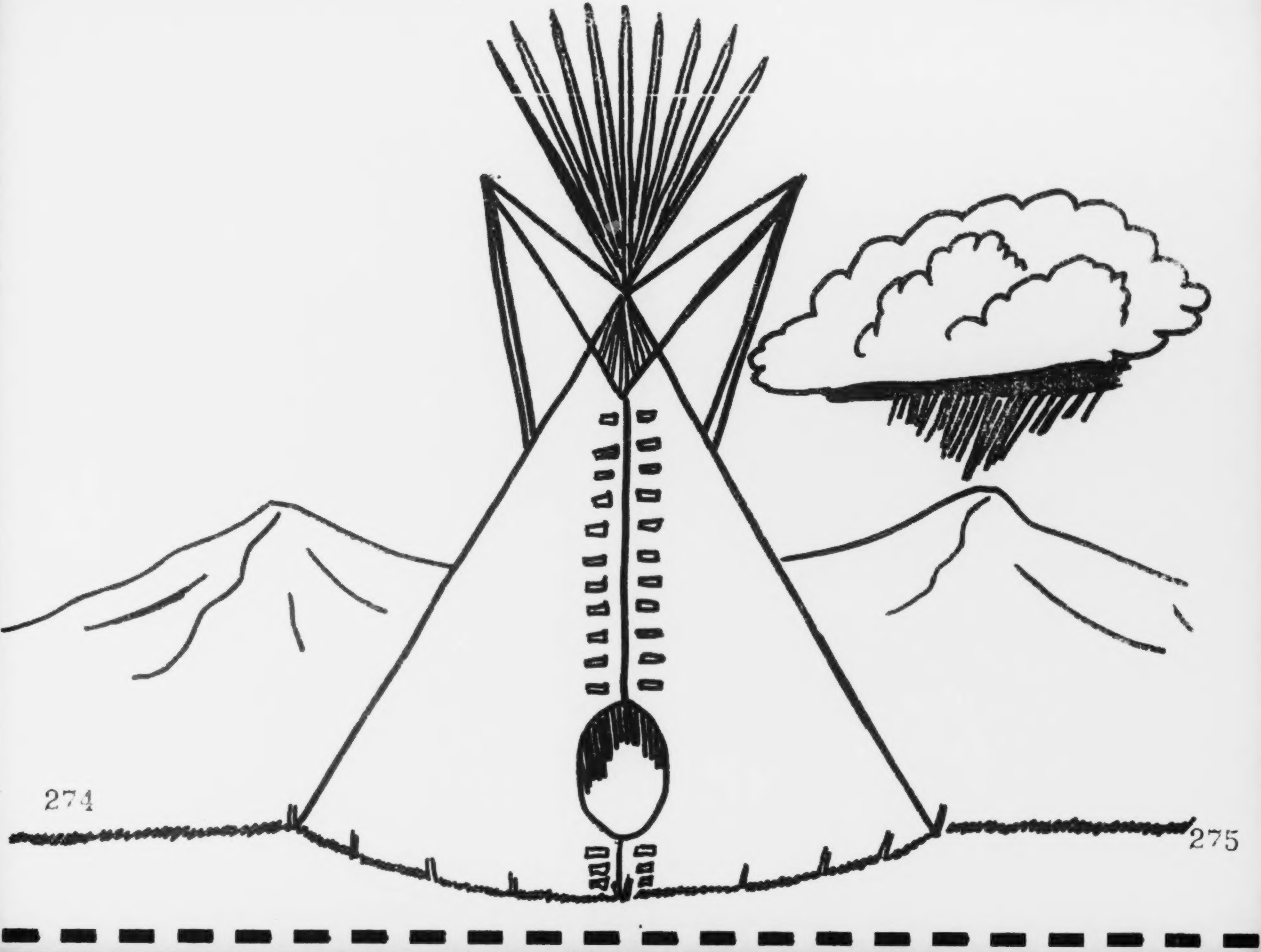
2
6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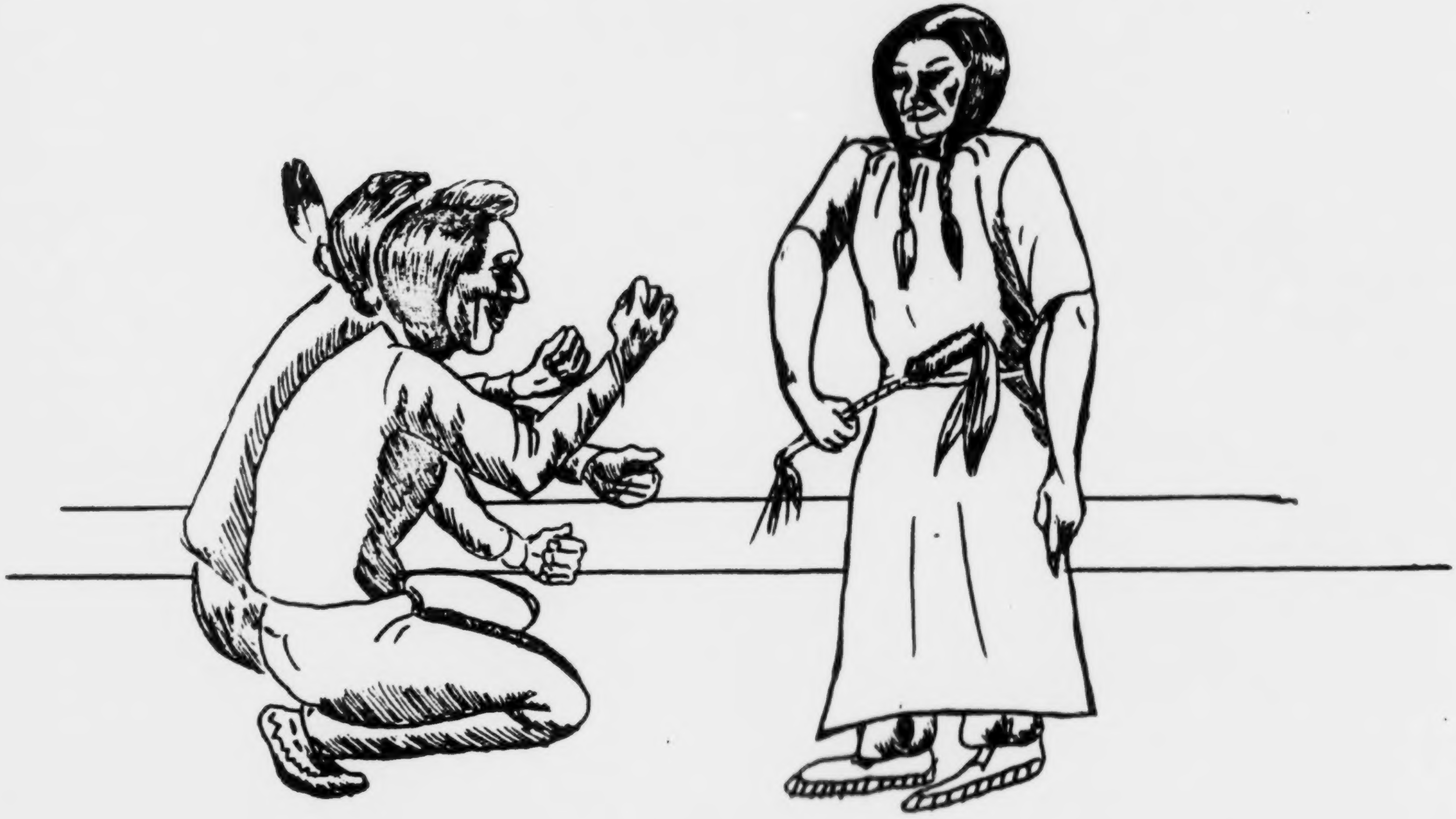
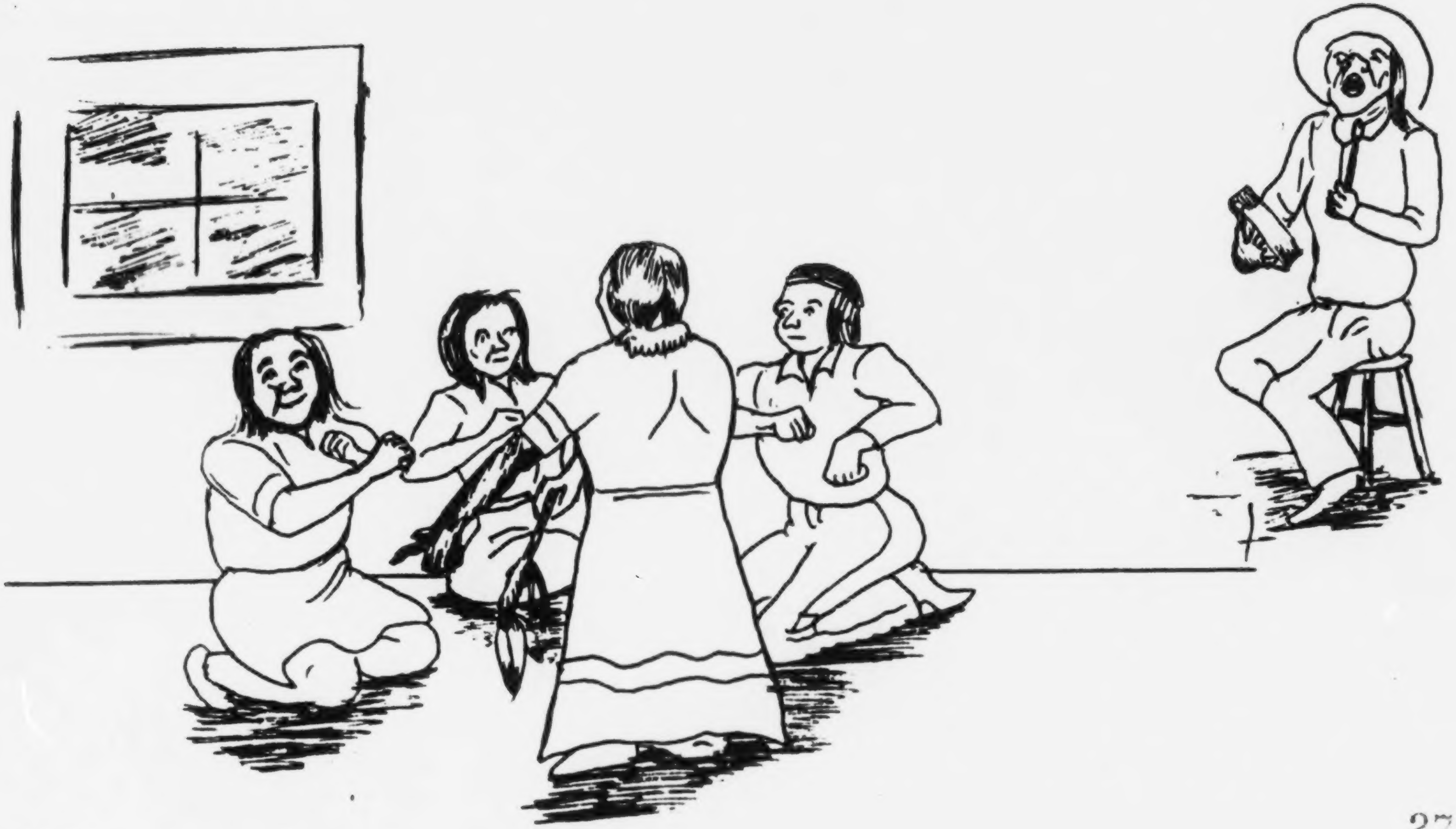
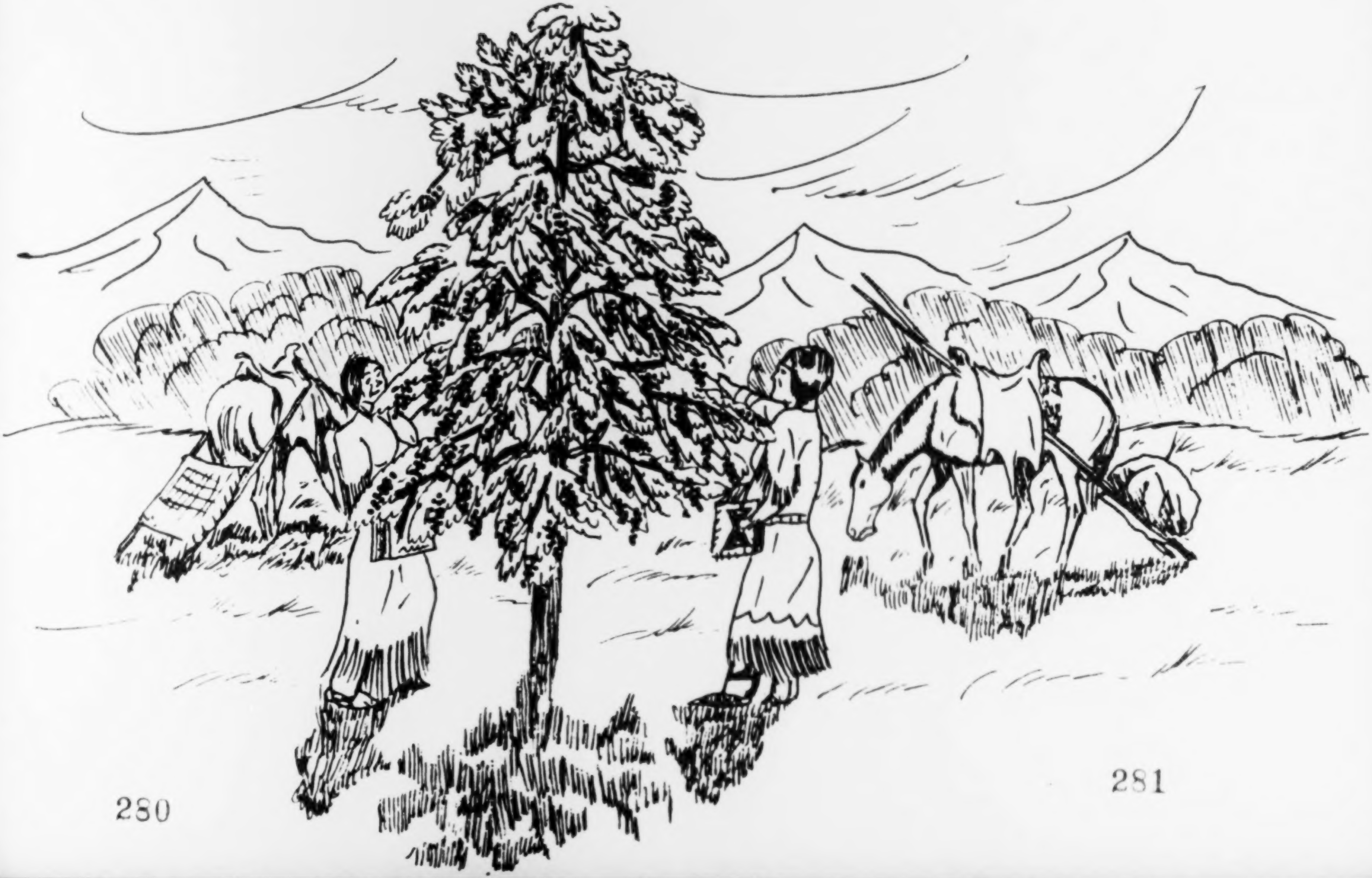
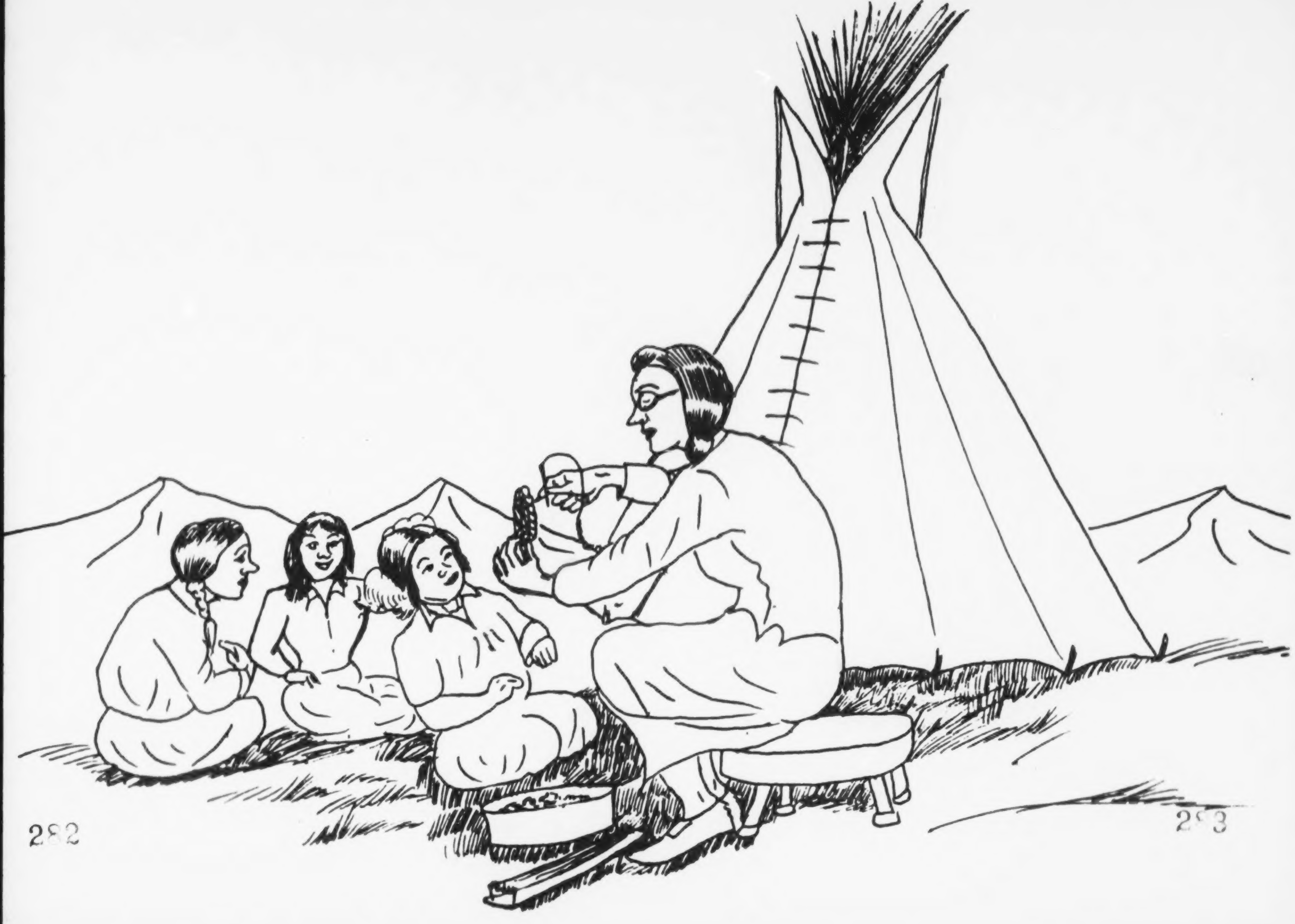
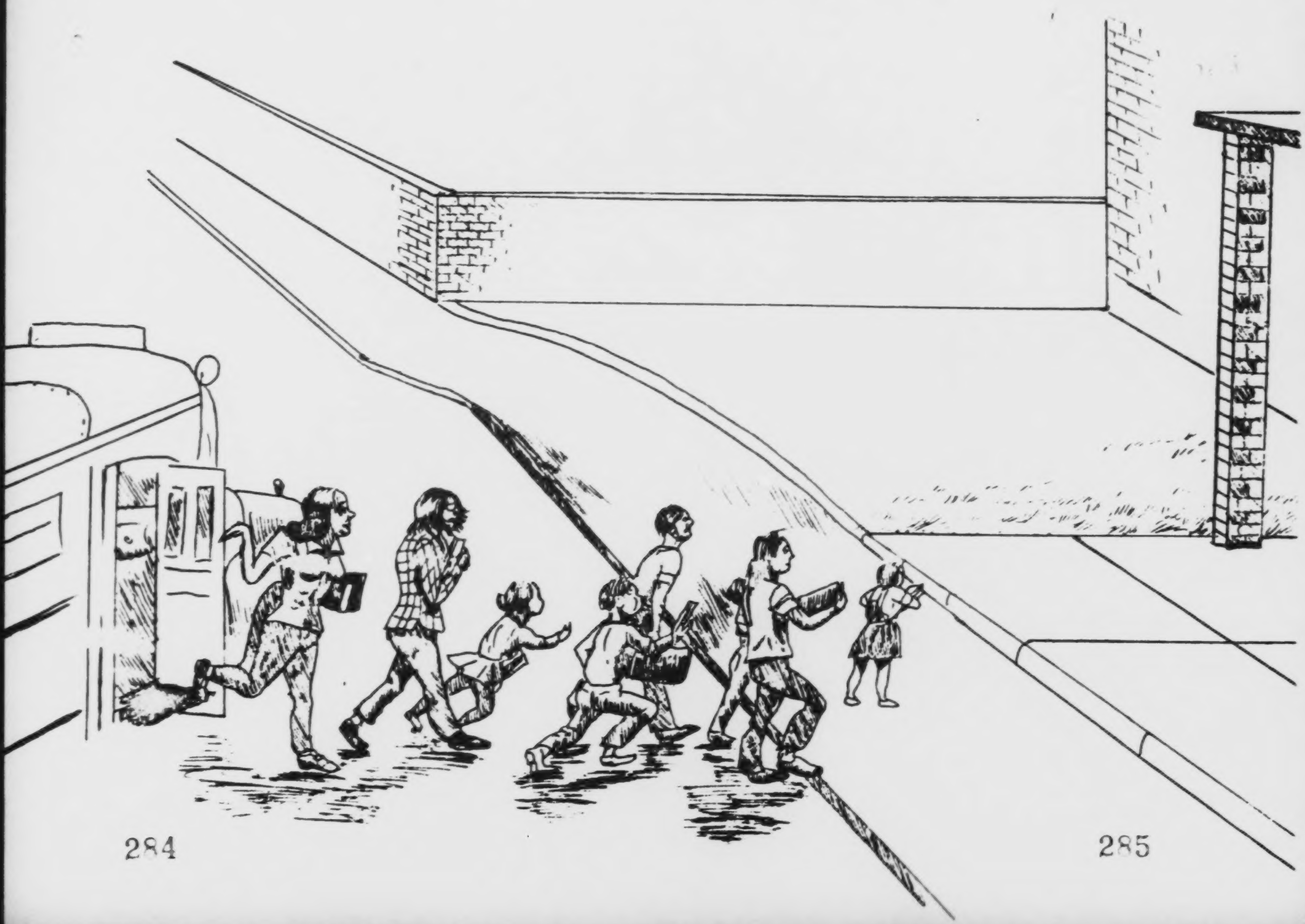
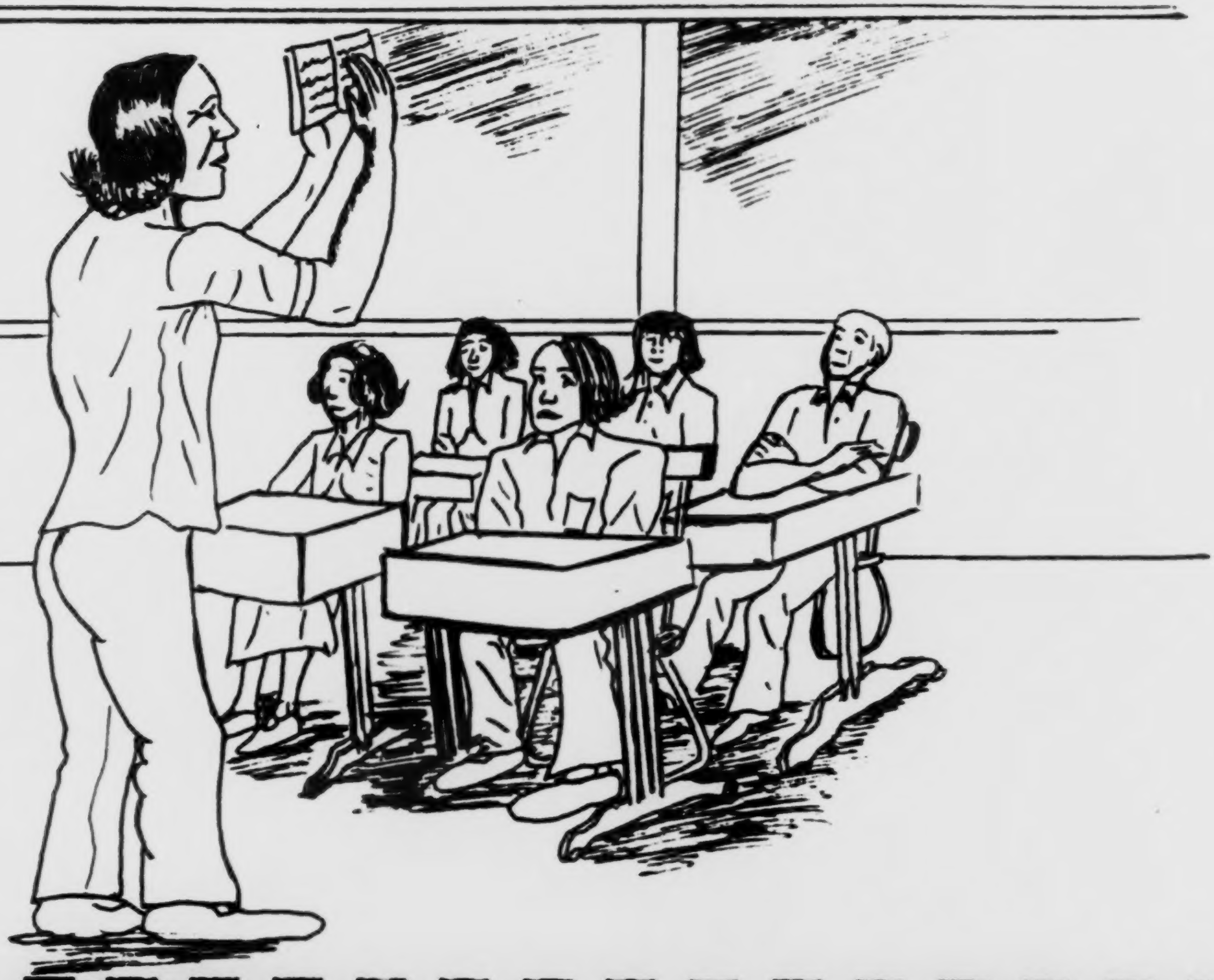


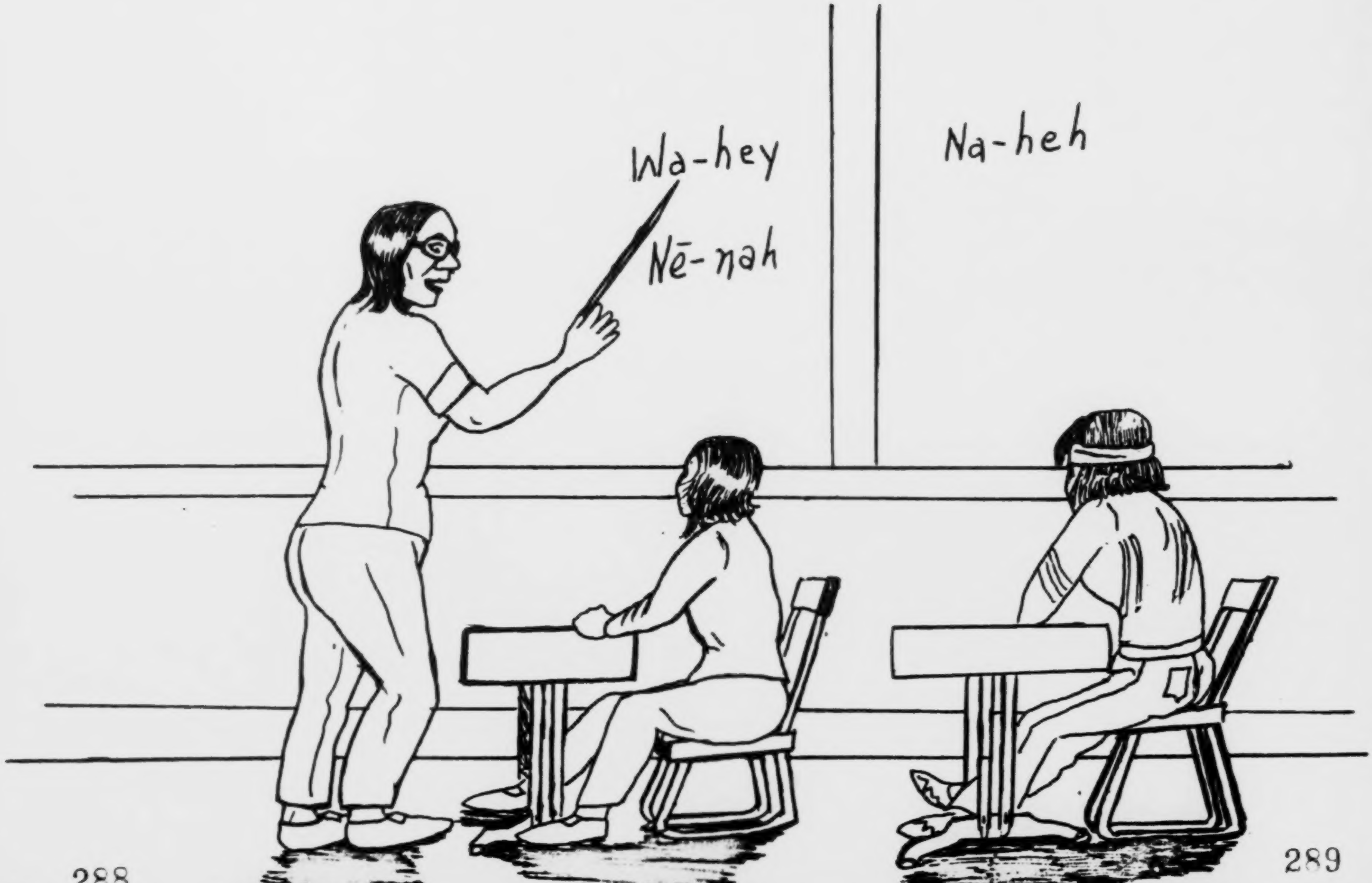


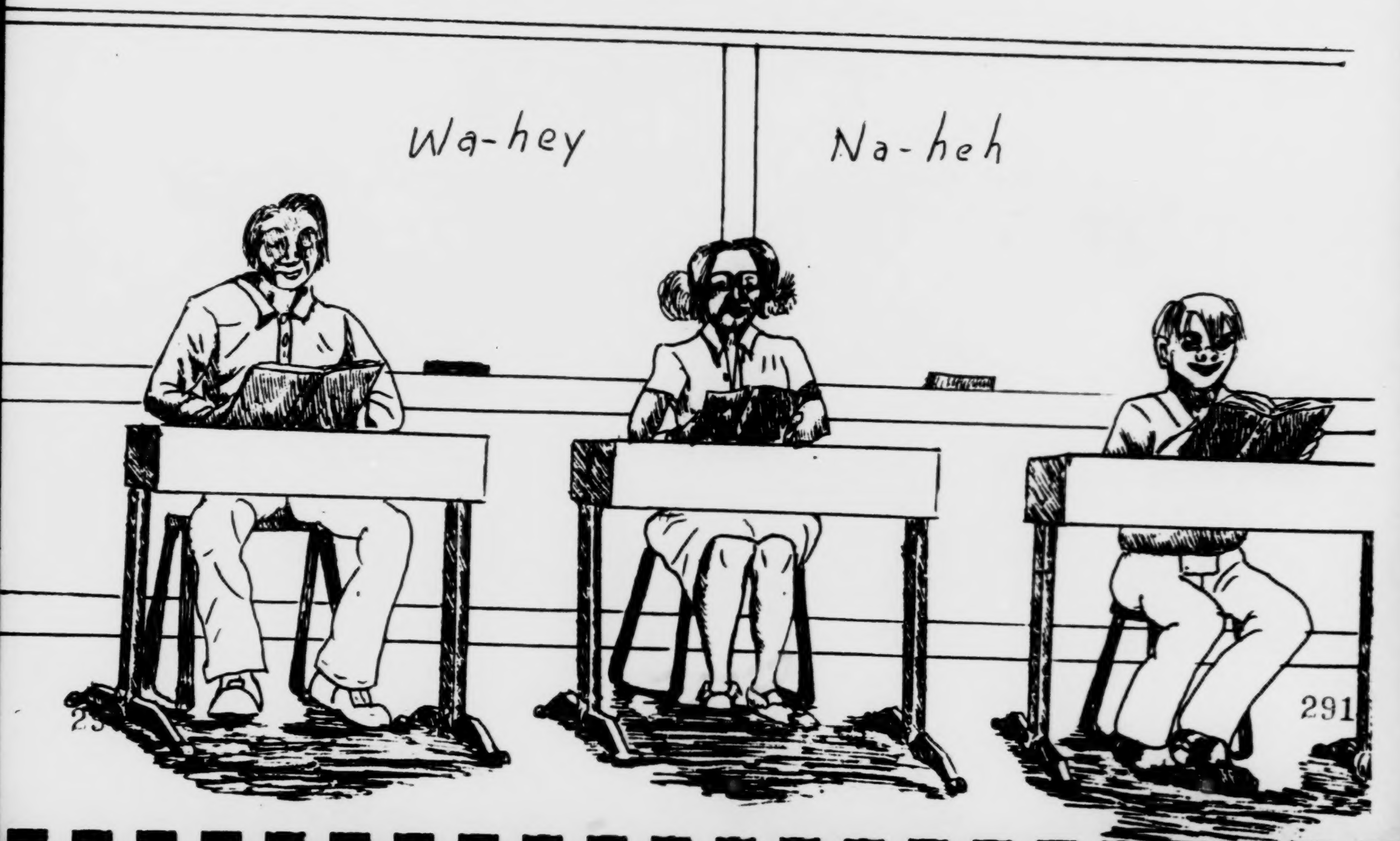









Wa-hey
Nē-ŋah
Na-heh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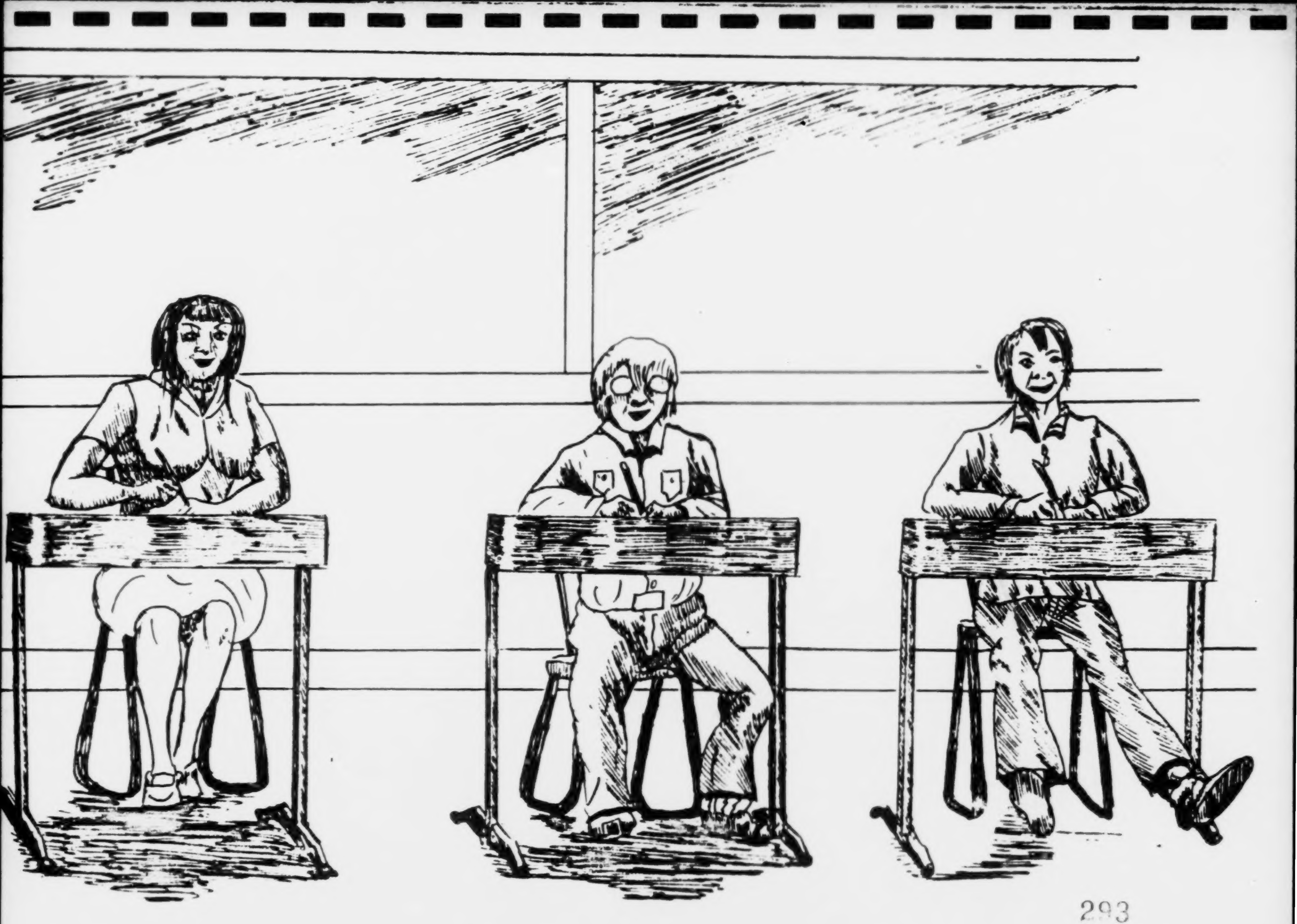
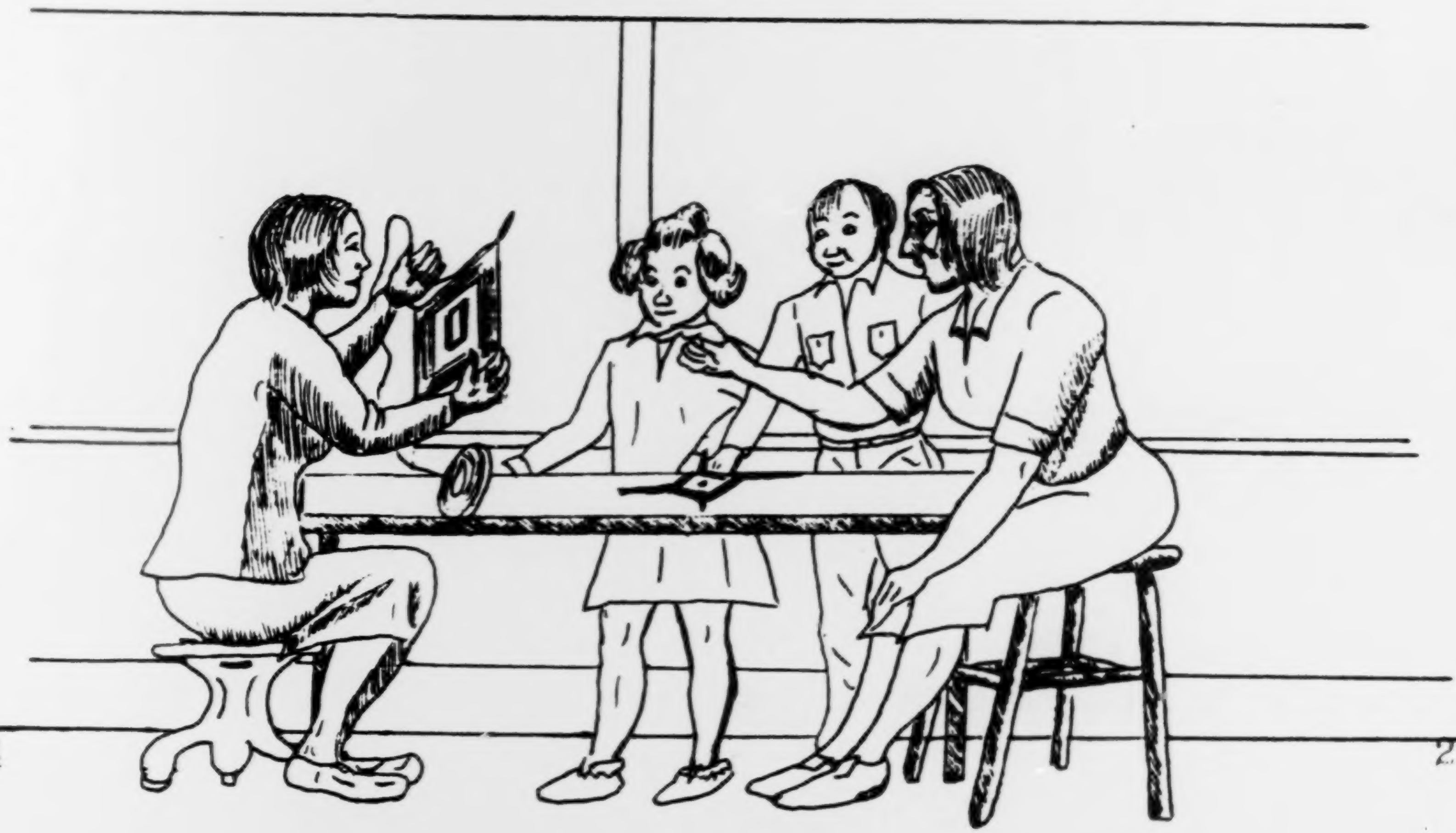
Na-heh





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Role Playing

Objectives

To be able to carry on a small conversation.
To develop a self awareness and pride.

Materials

Have the elders say the words-language masters

First Day of Instruction

1. Introduce the first part of the conversation.
2. Have the elders act it out.
3. Have the students say each line.
4. Let all the students take turns saying the small conversation.

Second Day of Instruction

1. Introduce the second part of the conversation.
2. Review the first part.
3. Have the elders act out the whole conversation;
4. Have the class say each line.
5. Let the students take turns saying the whole conversation.

Third Day of Instruction

1. Review the whole conversation.
2. Have two students at a time take turns saying the whole conversation, do this until they've all said it.
3. Do an activity sheet.

Fourth Day of Instruction

1. Review the whole conversation.
2. Let the students say the whole thing or have them act it out, until they've all learned it.
3. For those that have learned it this extra day should be used to review everything they've had. Colors, numbers and family.

Gros-Ventre Language

Greeting: (Hello) Girls: Na hah
Boys: Wa hay

Introduction: (I am) Ne nah

How are you? A da see niki

I am fine. Neik niki

What shall we do today? Ut dot ki on wa nee

1. Lets go play ____. Do wo nee nik a keen ____.
2. Lets go to the playground. Do wo nee han in ohoo saw be don.
3. Yes, Lets swing first. Ahh, do ne dah won na na tsi in.
4. Lets try the slide. Do na ya tse wan awoo na on.
5. Let's call more children to play. Do eki don da ya na da in neik a keets.
6. Yes, it's good when there's a lot of children playing.
   Ahh, ne a wona dan notz da ya na ohoo e nik a keets.

# 1. COLORS:

red
blue
green
black
white
yellow - brown - orange

NUMBERS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

# 2. Introducing themselves and parts of the family:
Introducing themselves they will say:

(example): I am Barbara

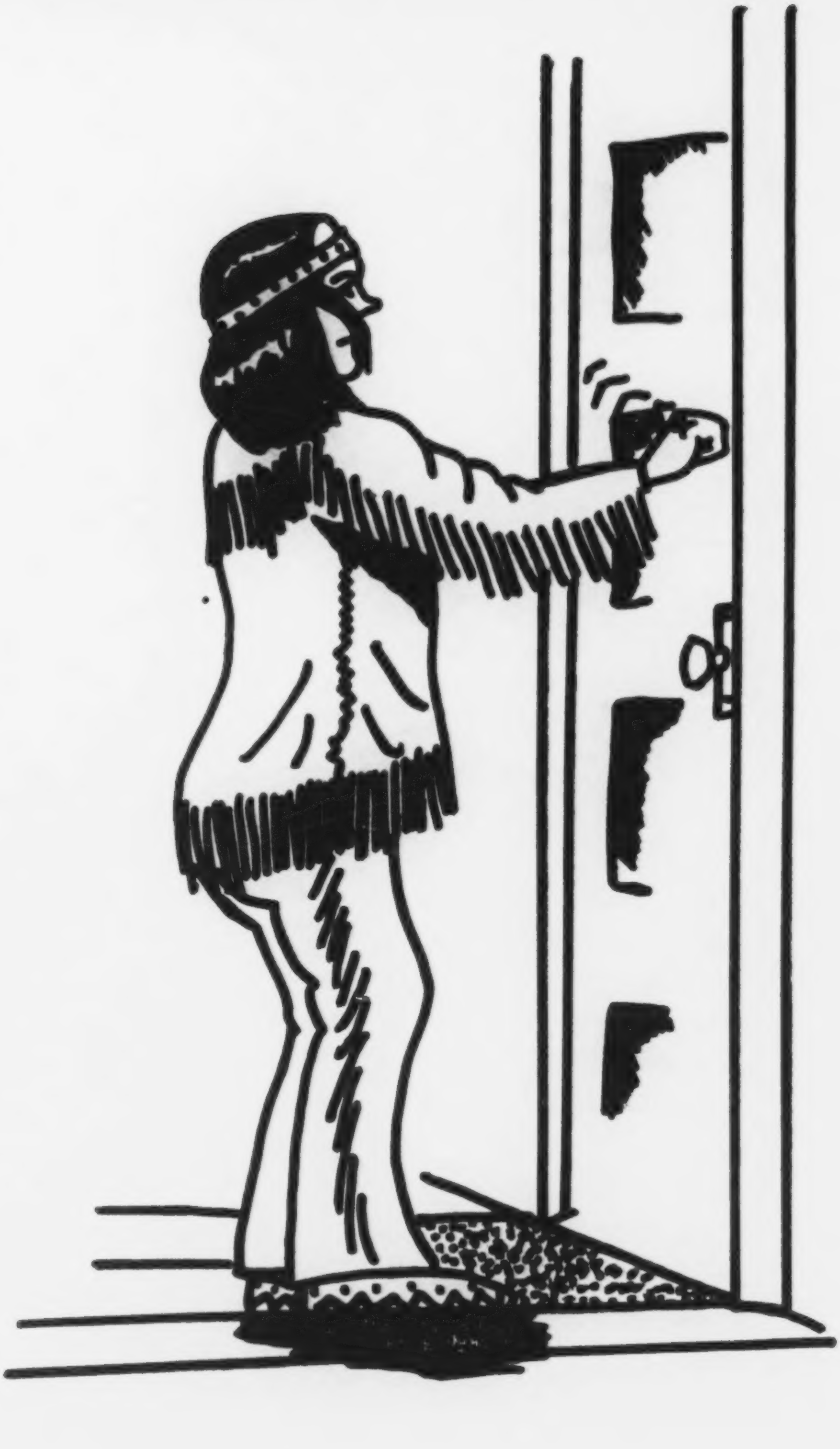
Ne nah Barbara
Ne nah Robert
" " Justin
" " Shane
Ne nah Joe
Ne nah C. M.
" " Charlie

Introducing Family Members, they will say just the one name:

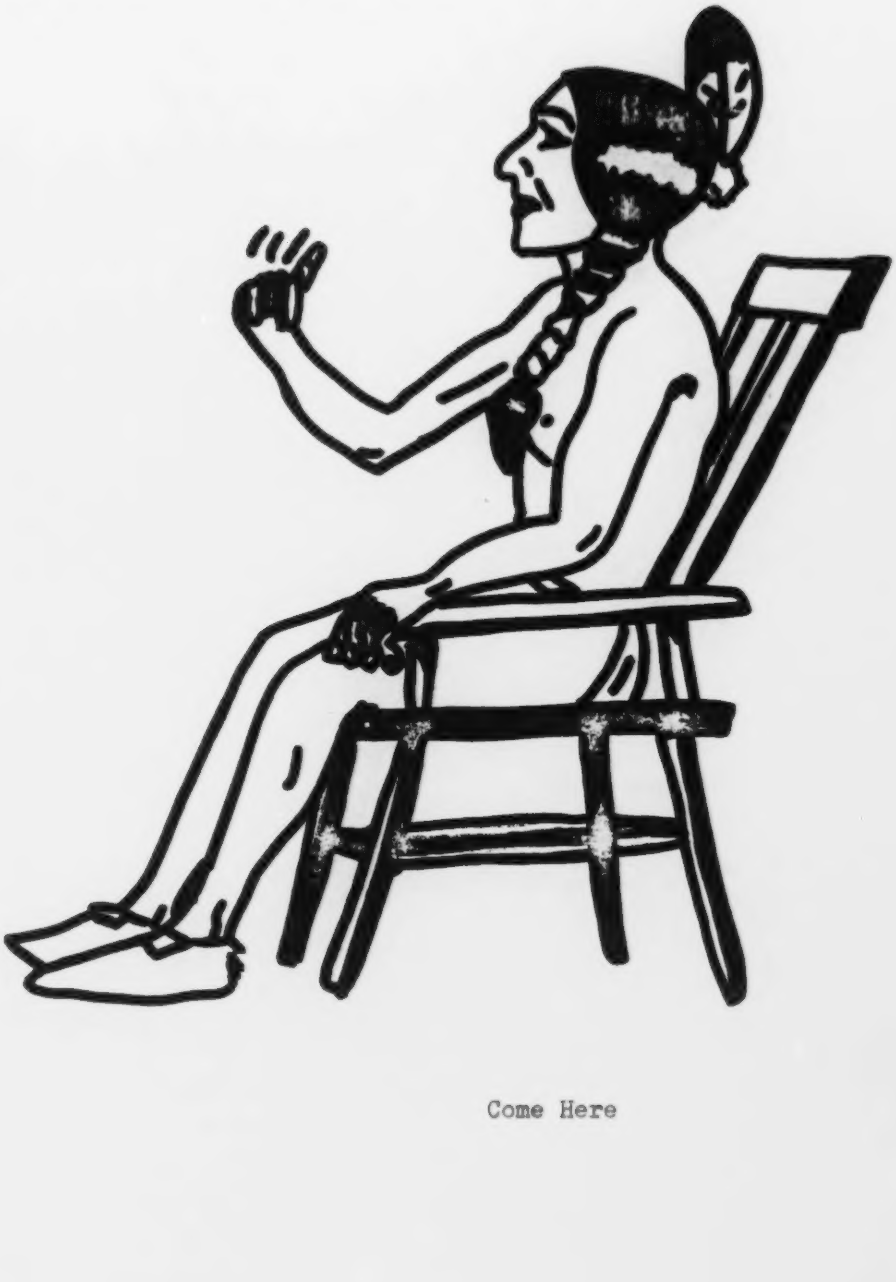
Grandfather - ne bas e wah
grandmother - ne wah
father - ne tha
mother - na ah
older brother - a thah heh
older sister - epp
younger brother - ah hab e
younger sister - ah hab e (same as younger brother)
baby - e kista ya neh

# 3. KNOCKING:

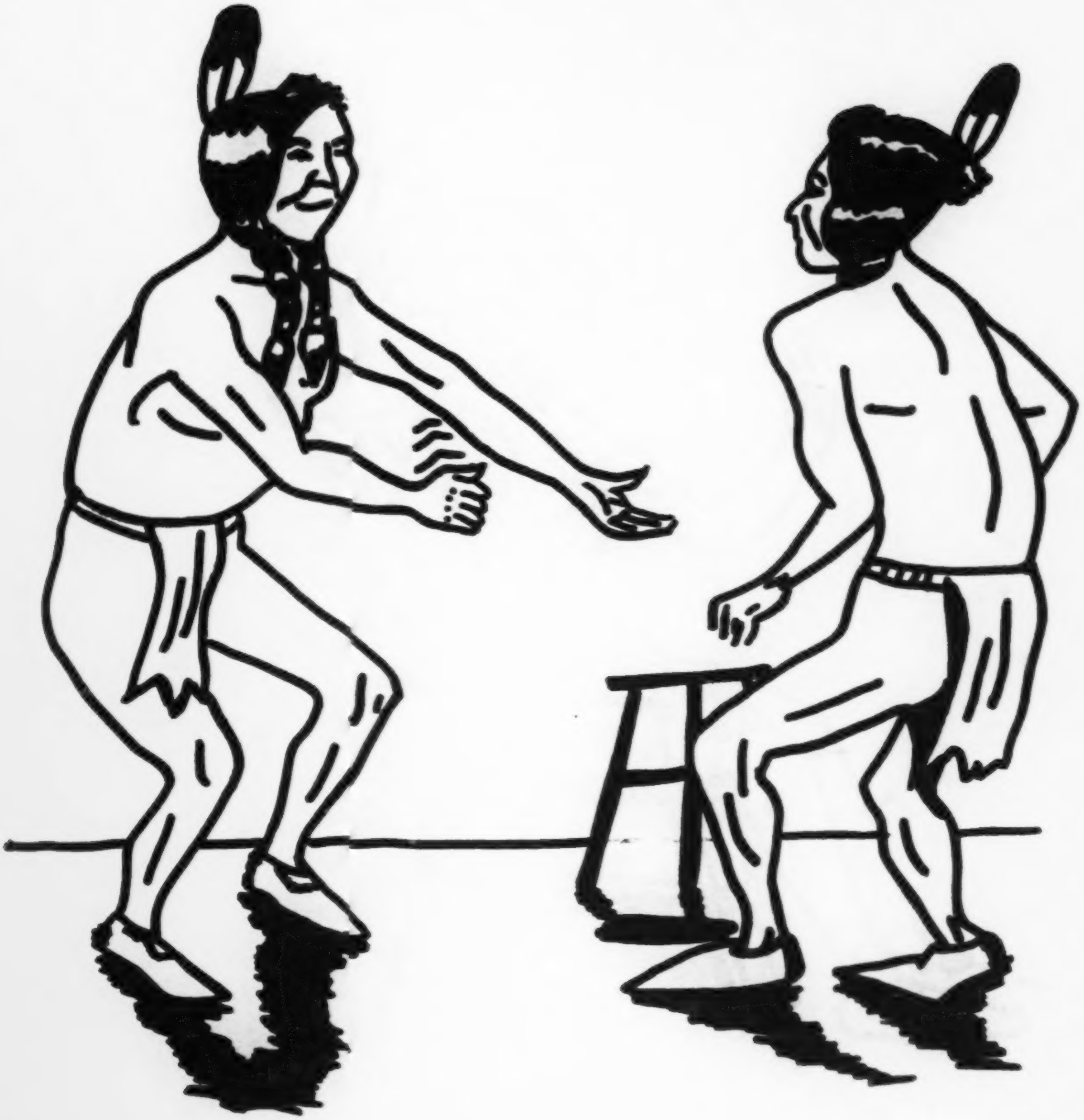
Come in - ze gats
Greeting - Wa hey (man's version)
Na heh (woman's version)
Sit down - Ga nutz
What have you been doing? - A dos ki ya
Just walking around. - Ga ga ne na na no thon



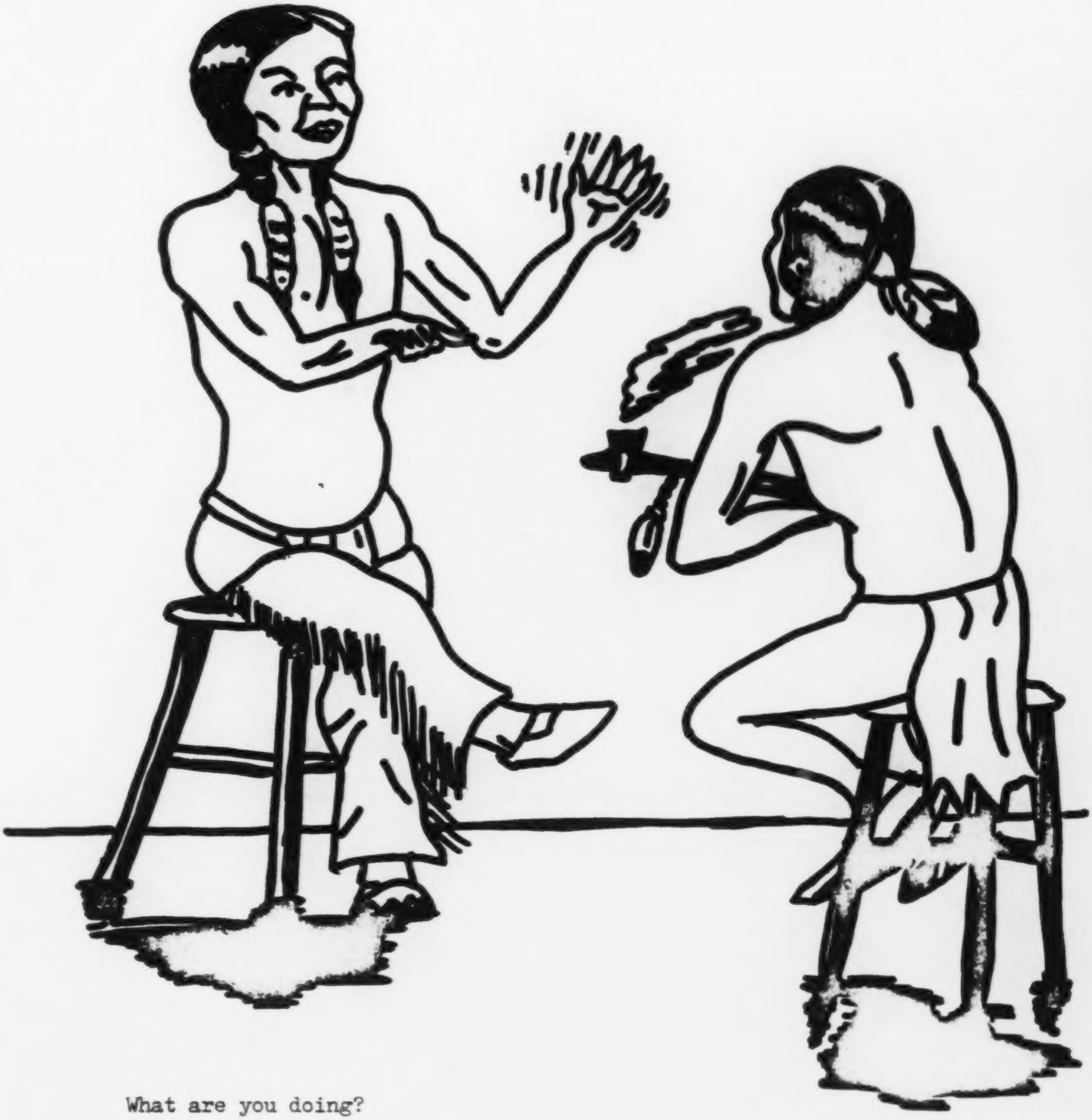
Knock



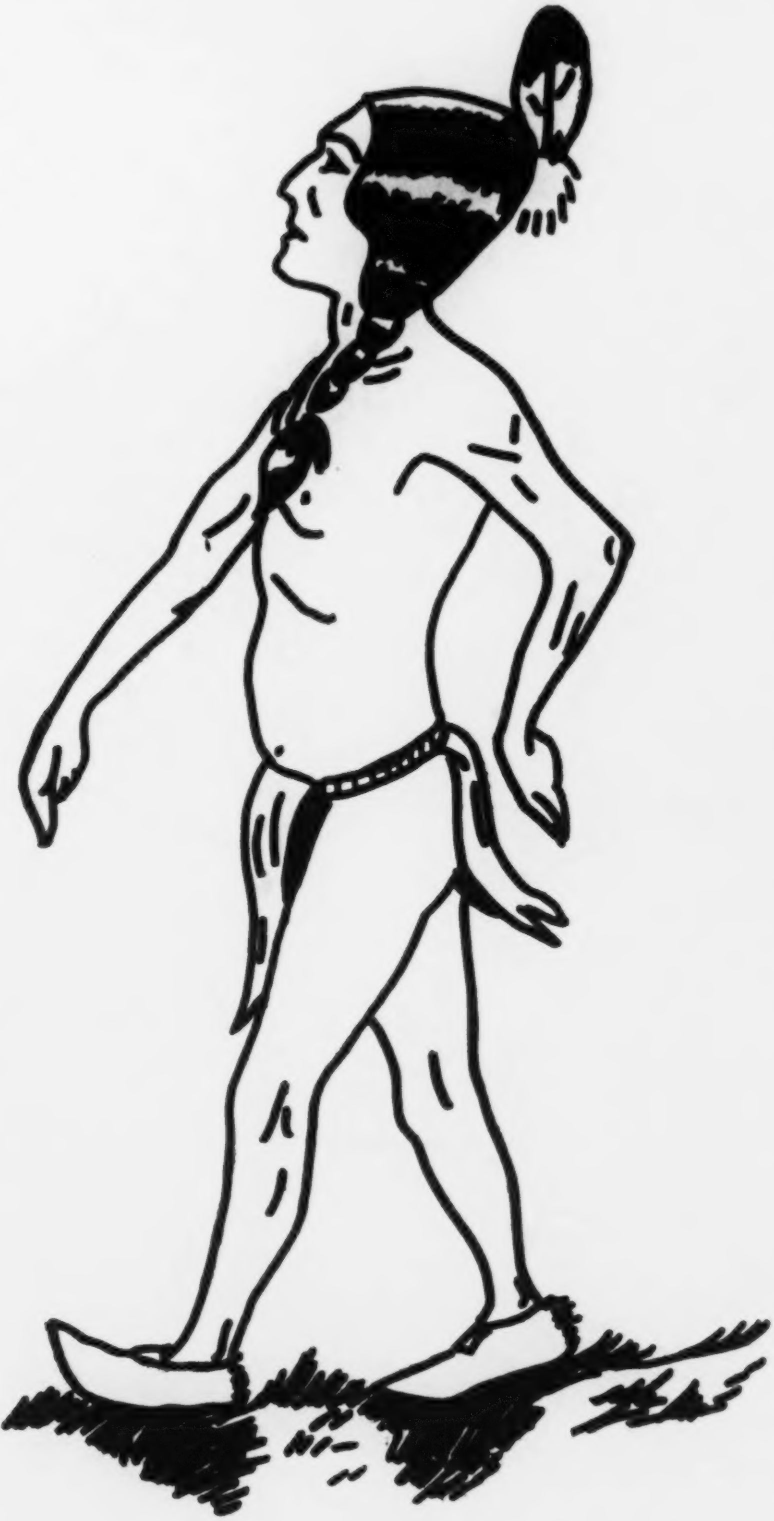
Come Here



Sit



What are you doing?



Walk

Gros-Ventre Language

It's supper time. Let's go eat.

Do wun beesti

Yes, I'm ready soon as I wash my hands.

E ne then o gon ot ne hes tato

Call the rest of the children to come and eat.

Exsin ado tsata beetsin

(Kids motion to others to come)

Where shall we be seated?

Dat do at don ga nuts

Okay come here

N e eh hate zots

(You) sit at the head of the table

Ga nuts in ah as

____________________ will sit at the other end.

____________________ on hoob ot nahat dudks

____________________ can sit on that side.

____________________ on hoob nana ah ga nuts

____________________ can sit on this side.

____________________ na hooki nana ga ga nuts

I'll sit here by ____________________.

A hook ata naha ganuts ________________.

Everybody will be seated then.

At na kay pi ga nuts sti done

Our program began in 1980 with a staff of two teachers and three aides. One teacher and one aide were of the Assiniboine tribe so, therefore, they teach the Assiniboine Language. One teacher and two aides were of the Gros Ventre, therefore, they teach the Gros Ventre Language.

The first two aides chosen are very fluent speakers in their native language. They are the people who do our language for us and the teacher implements it in the classroom.

We have everything down on Language Master Cards so the students can get a lot of practice in, if the aides are not available for individual help.

A lot of the lessons prepared has the aide mentioned in them. I did this because they were actual teachers of the language. It might not be so with other people who use our curriculum.

Since our language is not a written language I did the best I could in writing down how it sounded to me so that the students would be better able to sound out the word after listening to the word. We tried to get as close to the sound as we could to the English Phonics but if we didn't do the job, I hope our errors will be overlooked for the simple reason, Gros Ventre is not a written language.

The Gros Ventre has a lot of sounds, accents, and inflections that can not be written down except by a linquist who has studied years and years on this language.

Carrie Doney, Gros Ventre
Resource Teacher

Gros Ventre Lessons prepared in this book are for beginners who are just starting to learn the Gros Ventre language. As the class progresses a person can add more words or learn more. If the work listed is too much for some kindergarten or first graders then you can delete some words and add to another lesson. I found that my children were able to learn all these especially when we were able to review them everyday.

My third year of teaching this language I was able to get more time working with students and so I was able to review all previously learned words before I gave the actual lesson on new words.

Since we have no correct way of writing down our language and there's so many diferent ways of saying a word we have to depend a lot on our ears to HEAR the right way of speaking the word out in order to get the right accents or inflections. Sometimes a word will sound right but have a totally different meaning.

The way we have our words written down in this book is a way I found was easier for me to sound out the word. Some of you other teachers may want to find your own way of teaching this language or writing it out your own way, the way it sounds to you, to make it easier for you to work with.

We depend alot on our Gros Ventre speakers of the community and especially our aides who are native speakers. Since our resources were mostly women, we have the woman's way of speaking the language.

Our school equipment is the next best thing to preserving our language. We use the tape recorder, language masters, and video T.V. and have them on file.

Our stories we compiled are from local people. These stories are written as they were told to us and are not necessarily printed as you may know it or the way you heard it. These stories are told by the person as they know it and so we printed it as was given to us.

Our people use resources from our local area and native people. The stories gathered like this are not necessarily in the true form as these types are sometimes changed in the telling of it from person to person or from generation to generation. Remember, we wrote it as it was told to us!

Carrie Doney
Gros Ventre Resource
Teacher

Each student will tell their name to the teacher. Aides listen. Also, have students tell their parents' names if they can. Listen to the students' questions. Tell them your rules concerning this class. Read a story and question them to evaluate attentiveness.

Student will know what is expected of them concerning Bilingual Classes.

Story from: Indian Reading Series
Level I - Book I

About 15 minutes spent in getting aquainted with the class. About 7-10 minutes reading story and the last amount of time for questions.

Name tags for students.
(Ask also for Indian names, if they have one)

Gros Ventre word - Hello = men say Wa hay
woman say Na heh

Remember: Try to use each word in a sentence even if you use English and the one word you're learning/teaching in the Gros Ventre language. The student will be able to better identify and use the word themselves.

Explain Lesson to students. Today we will learn some numbers - probably 1-5 in the Gros Ventre language. Show students flash cards. Teacher Aide will say the Gros Ventre words for them. Aide will repeat for each number given. Student will repeat. Worksheets on numbers will be given.

Flashcards for numbers in Gros Ventre

Worsheets for numbers

English Master for cards

Crayons or pencils

Students will be able to count to 5 in the Gros Ventre Language.

Students will be able to pronounce and count in their native lanquage.

About 15 minutes will be spent on pronouncing the Gros Ventre words for students. 15 minutes for worksheets and question and answer period.

After going through lesson with students the aides and the teachers will provide individual help if student needs it.

Gros Ventre words - Gathay, Neeth, Nath, Yan, Yadone

Use any objects teacher has in the classroom, for example, 1 pencil sharpener, 2 rulers, etc.

Students will go through numbers 1 - 5 for review. Students and teacher will then go through numbers 6-10. Aide will then pronounce the Gros Ventre word for each number given. Have student pronounce Gros Ventre word and repeat. Teacher will then go over it with students altogether. Worksheets will be given to students.

Student will be able to count to 5 in Gros Ventre. Students will be able to count from 6 - 10 in Gros Ventre.

About 15 - 20 minutes will be spent on learning the language. 10-15 minutes on worksheets.

Flashcards for numbers
Language Master Cards
Crayons or Pencils
New Gros Ventre words: Repeat 1-5, naygyados, neethadus, nathadus, anhabatadus, batadus. "Hello" Wa hay, Na heh.

Use objects teacher has in froom for number comparison.

Teacher will show flashcards for the basic colors - 6 Gros Ventre words 8 colors. Have students try to pronounce any - if not - Teacher Aide will pronounce the colors for each flashcard. Students will repeat. Go over again. Worksheets will be given for color learning. Review numbers if time.

Flash cards for basic colors

Language Master and Cards

Worksheets.

15 - 20 minutes spent on going over colors.

10 -15 minutes spent on doing worksheet.

Teacher go over lesson with students. The Aides will pronounce the words in Gros Ventre and repeat when necessary.

Students will be able to say the basic colors in their native language.

Gros Ventre colors: 1. Ba ah 2. Na nutza 3. Wa et da yah
4. Ga na dah yah 5. *Neeha ya 6. E wa nuth kia

Use objects in the classroom for color comparison of naming colors.

* Nee ha ya is for yellow, brown, orange #5.

1 red
2 white
3 black
4 blue
6 green

Introduce family members. Show the students the poster we have of the family members. Have the aides say the word in Gros-Ventre as they point to each member of the family. Teacher will use flashcards also of the family. Have aides say the Gros-Ventre word, student repeat. Talk of family position, jobs they do, etc. Have students do worksheets on lesson given.

Poster of family
flashcards
English master and cards
worksheets

Students will be able to name all/some family members in their native language.

20 minutes on having students learn family members.

10 minutes for worksheets.

Gros-Ventre words - ne tha, na ah, a thah heh, epp, e kista ya neh.
Lesson 1.

If too many family members for students to learn, then take mother, father, older brother, older sister, baby for first group of lesson.
Second time for lesson use younger brother, younger sister, grandpa, grandma.

Proceed as for 5th week.

Introduce family members. Show the students the poster we have of the family members. Have the aides say the word in Gros-Ventre as they point to each member of the family. Teacher will use flashcards also of the family. Have aides say the Gros-Ventre word, student repeat.
Talk of family position, jobs they do, etc. Have students do worksheets on lesson given.

Poster of family
flashcards
English master and cards
worksheets

Students will be able to name all/some family members in their native language.

20 minutes on having students learn family members.

10 minutes for worksheets.

Gros-Ventre words - Ah hab e, ah hab e, ne base e wah, ne wah.

Lesson 2.

Review family members. Tell more of what family members do. Ask the students what their specific jobs are at home today. Have students compare. Worksheets given.

Students will identify all family members and jobs or role in family.

Flash cards or poster of family
list of jobs for family
Language Master for Gros-Ventre words
Worksheets or oral questions and answers

Allow about 10 minutes for reviewing family members. Use time for listing specific roles for each member. Last part of class time spent on worksheets or oral question and answer period.

Aides will talk on what they remember to compare from then and now. Also talk on the specific role each family member played.

* Aides that we have now speak the Language and are of the older generation, so, are able to tell of "Long ago".

Gros-Ventre words for family
Cards or aide for Gros-Ventre words
Have list of jobs/role in family: Head of family - hunter
cook - laundress - seamstress,
care of younger children,
wood gatherer/chopper, etc.

Give more historical information on the reservation. Talk about the mountains, the ore found, Mission Canyon, Three Buttes, Wild Horse, Snake Butte, Lake 17, Eagle Child Peak, Mission Peak. Point out the different areas on the reservation map. Give worksheets.

Reservation Map
Pre-drawn worksheets
pencils or crayons

Students will identify points of interest on their own reservation.

Spend about two-thirds of time on lesson and the other third on student worksheet.

Aides will help teacher in identifying older landmarks - such as the Little Ben Mine. They will also help students in marking these on their maps.

Gros-Ventre words: Mountains Gros-Ventre names for other locale.
Lake(s)

Mines - Ruby Gulch Little Ben Azure Caves
Landusky Tin Cup

"Whitcome" Place - Zortman

Give students lesson on some of the leaders or well known people from their own reservation. Also talk about other Indian leaders from other places. Talk also on some of the careers these people have.
Talk of local people in these fields.

Student will be able to identify well known leaders from their own area. Also that there are Indian Leaders from all over.

Pictures of Indian Leaders - Books on...
Short story of one leader
Have questions so student can answer orally.

Most of this class will be on giving the lesson.
Time will be open for a question and answer period.

Information teacher has will be gathered from local people and/or books on Gros-Ventre history. Use of books on Contemporary and Traditional Indians.

Gros-Ventre words:

Mention that we do have someone in just about every field of work.

Questions

History

1. Where did the Indians come from?

2. What tribe do you belong to?

3. Where, on the map did the Indians roam? Name some of the states they were in.

4. Does your tribe have clans or bands? How many? Can you name some?

5. Where is the Gros-Ventre generally located?

6. What state is the Gros-Ventre in now?

7. Are they on a reservation? What's the name of your reservation?

8. How many reservations in Montana? Name two other reservations.

9. Name two other states that are Indian populated.

   1.

   2.

10. What towns are on or near your reservation?

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Clothing

Give lesson on clothes. Tell where people got their clothes long ago. Compare with now. Tell how they used the animal, Buffalo, for the clothing and how they sewed them together. Mention also where they used other animals or where they got other materials.

Student will be able to name, in Gros-Ventre, the main dress for men and women.

Picture of buffalo - uses of ... for clothing (pictures of other animal that bare fur. Beaver - Muskrat - Fox etc.)
Language Master and cards
Worksheet or paper/colors

Give lesson and show pictures as you're talking for about 15 - 20 minutes Also in this time period use and teach the Gros-Ventre word for articles of clothing. Use rest of period for worksheets - coloring - drawing.

Gros-Ventre words: for dress of man and woman. Costume?

Breechcloth
Moccasins

Leggings
Shirts?

Clothing

Have student review "dress" from lesson before. Give lesson on other parts of clothing that they used. Talk of the different uses of them, such as this for everyday wear, getting ready for war, battle dress, dancing or other celebrations. This lesson is mostly on men dress.

Student will know that there are different types of clothing used for different occasions.

Flash cards of different types of clothing.

Worksheet - color the clothing. colors

Gros-Ventre names for clothing: etc.

Headdress - roach - gloves
belt - armbands

Give lesson about 15 - 20 minutes and allow rest of period for students to color.

Clothing

Finish lesson on clothing. Talk about any extra clothing they used, where they got most of their material. Identify each article of clothing by their Gros-Ventre name.

Have student review any previous Gros-Ventre name they remember.

Student will be able to identify articles of clothing in Gros-Ventre.

Flash cards for clothing.

Worksheets (or paper to draw an article)

Crayons

Give lesson for about 15 - 20 minutes. Rest of the period let students draw or color article of clothing.

Gros-Ventre Words: Bustle etc,
Medallions
Breast plate

QUESTIONS
CLOTHING

1. What were the main pieces of clothing the men wore?

2. What were the main pieces of clothing the women wore?

3. What materials did they use?

4. Where did they get their thread to sew with?

5. What did they use for needles?

6. Are dancing clothes different from everyday clothes? Explain.

7. Explain where we get buckskin.

8. What materials do we have now?

9. What were the main animals that were used to make clothing?

10. What is used now to make our clothing?

Have the students review past lessons to say the Gros-Ventre words for people, colors, numbers, articles of clothing. If some don't remember have them use the language master for practice or have your Gros-Ventre speaker repeat words for them. At end of class period have the whole class go over all the words they have learned.

Student will know all Gros-Ventre words from previous lessons.

Oral Testing

Flashcards from all previous lessons.

Worksheets - pictures of clothing, maps, cards and Language Master.

Divide class time to allow for review - practice, oral testing and a worksheet for student to color. If not enough time allow another day for this.

Careers

Review lesson on Indian leaders. Talk about the work they do now and mention other fields of work that our local Indian people are doing. Provide list of jobs with our reservation people. Discuss the people that students know of so that they have input on this.

Students will know of all types of work and that the Indian people are available for every one or can be educated in that particular field.

Pictures of people at work to show.

Pictures of people to color (for students).

Discussion of people and jobs.

Have student help lengthen the list.

Gros-Ventre words: Teacher (review word)
Student ?

This class on careers may be in two lessons if you want to go into this more extensively.

QUESTIONS

ANIMALS

1. What were the main animals the Indians had?

2. How many other kinds did they see and use ?

3. Were they gentle animals like they are today?

4. When did the cow come to the Indians?

5. Did the Indians always have horses?

6. Where did the horses come from?

7. What animals were used for clothing?

8. Did they use all parts of the buffalo?

9. Name some animals that we have today that we didn't know about years ago.

10. Draw a picture of an animal you like.

FOODS

Discuss (and list) foods with the students. Have them name as many as they can. You can provide more if needed. Take one or two known to Gros-Ventre and teach the lesson on these. Give Gros-Ventre names for each food. Teach Gros-Ventre names for other foods.

Student will know and identify foods known to the Gros-Ventre.

Pictures of foods, or short stories of one

Flash cards for foods and/or English Master and cards.

Color sheets

Crayons

Space time for lesson and time for student to color their worksheet. Also, need time for student to pronounce and repeat Gros-Ventre words.

Gros-Ventre Words: - Foods: Meats
Vegetables
Berries

Individual word: Juneberries
Cherries
Tripe
and others

Animals

Discuss (and list) animals with the students. Have them name as many as they can. You can provide more if needed. Take one or two known to Gros-Ventre and teach the lesson on these. Give Gros-Ventre names for each animal. Teach Gros-Ventre names for other animals.

Student will know and identify animals known to the Gros-Ventre

Pictures of animals, or short stories of one.
Flash cards for animals and/or English Master and cards.
Color sheets
Crayons

Space time for lesson and time for student to color their worksheet.

Also, need time for student to pronounce and repeat Gros-Ventre words.

Gros-Ventre Words - Animals: Bear
Cat
Dog
Buffalo,
and others

Plants

Discuss (and list) plants with the students. Have them name as many as they can. You can provide more if needed. Take one or two known to Gros-Ventre and teach the lesson on these. Give Gros-Ventre names for each plant. Teach Gros-Ventre names for other plants.

Student will know and identify plants known to the Gros-Ventre.

Pictures of plants, or short stories of one.
Flash cards for plants and/or English Master and cards.
Color sheets
Crayons

Space time for lesson and time for student to color their worksheet.

Also, need time for student to pronounce and repeat Gros-Ventre words.

Gros-Ventre Words - Plants:
Peppermint
Sage
Soapweed
Roseberries
Milkweed root
Strawberry root
Cedar Bark
Chokecherry bark
and others

Birds

Discuss (and list) birds with the students. Have them name as many as they can. You can provide more if needed. Take one or two known to Gros-Ventre and teach the lesson on these. Give Gros-Ventre names for each bird. Teach Gros-Ventre names for other birds.

Student will know and identify birds known to the Gros-Ventre.

Pictures of birds, or short stories of one.

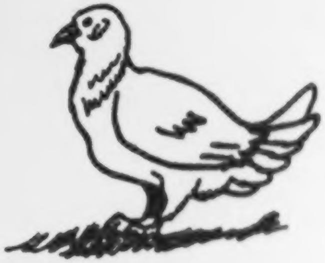
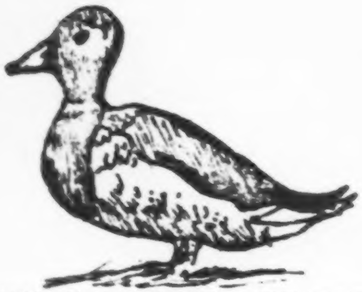
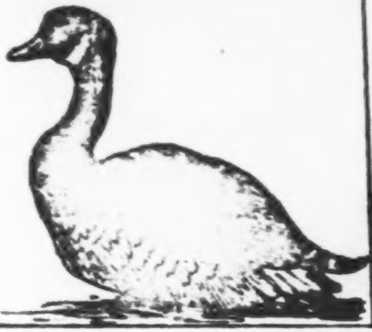
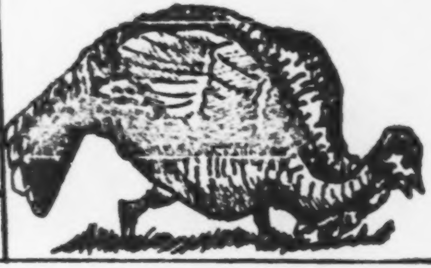
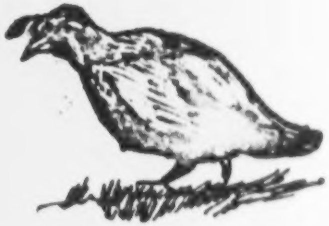
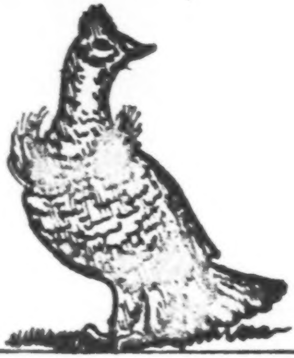
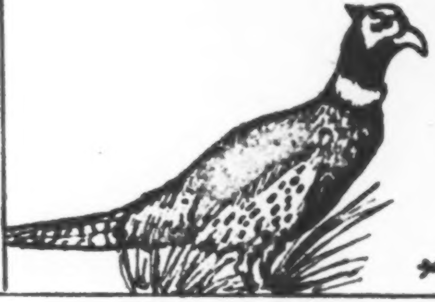
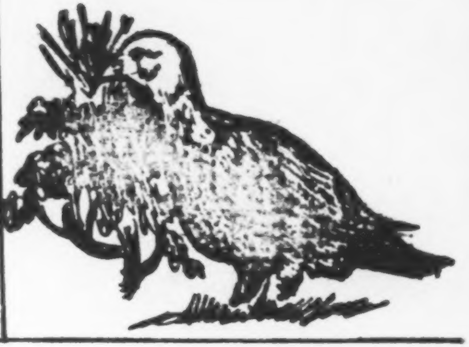
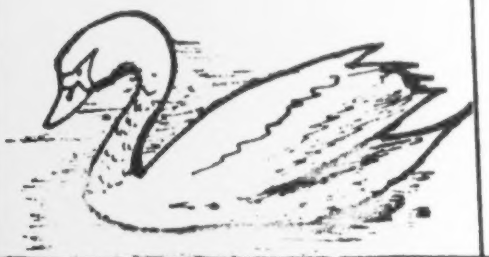
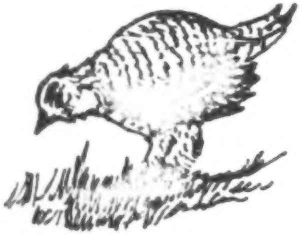
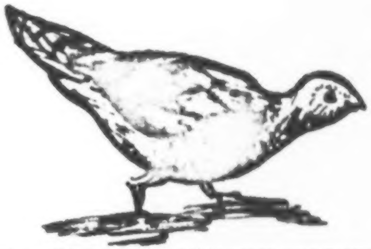
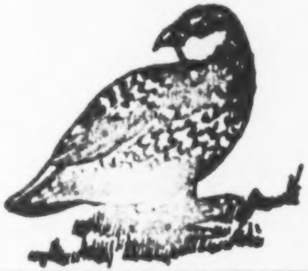
Flash cards for birds and/or English Master and cards.

Color sheets

Crayons

Space time for lesson and time for student to color their worksheet. Also, need time for student to pronounce and repeat Gros-Ventre words.

Gros-Ventre words - Birds:
- Curlew
- Magpie
- Duck
- Meadowlark
- Robin
- Eagle
- Hawk
- Owl
- and others

CONTRIBUTIONS OF NATIVE AMERICANS OF GROS VENTRE TRIBES IN CULINARY ARTS

Objectives:

1. To incorporate math and reading skills and art into the Social Studies Project.
2. To instill in the students pride in their traditional culture.
3. To compare Gros Ventre food and cooking of the past with food and cooking of the present.
4. To teach students how to prepare some traditional food.

Procedure:

For teacher background, refer to accompany article taken from book by Regina Flannery, Gros Ventre Social Life, Pg. 58-61.

A. Discuss with students:
   1. Hunting of buffalo and other animals.
   2. Drying of meat.
   3. Gathering other foods including berries.
   4. Teas and methods of preparitions.
   5. Cooking methods.

B. Invite older people from the community to come to the classroom to participate in the discussion with the students, and to answer questions.

Activities:

1. Dry meat preparation-have an older person in the community show how meat is sliced and prepared for drying.
2. Have boys in the class draw maps of the Gros Ventre hunting grounds and diagram of buffalo pound (see accompany diagram)
3. Have girls in the class make recipe booklets and design covers for their booklets.
4. Prepare a traditional meal and invite parents of students and some older people in the community to participate.

Materials Needed:

Meat and sharp knife for preparing dry meat.
Paper and other art materials for recipe booklets and maps.
Cooking utensils to prepare traditional meal

Evaluation:

Test to summarize content taught (multiple choice)
Participation of each student in classroom activities

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" THE INDIAN BACK REST "

This was made at the head of the bed in the tipi. The back rests were made only in the spring of the year, as that is when the sap of the trees came up and they can easily be stripped of the bark.

The willows are usually found along river banks and creeks. The willows have to be small in diameter, and long and straight. These willows are cut and stripped of the bark and laid out in the sun to dry. They have to be continually straightened so they will not curl up, dampen with water if it is needed to keep them straight.

After they are all dried out, the process of making the back rest begins. Four wooden stakes are pounded in the ground, as long and wide as needed. Probably two or three feet at the top, and four or five feet at the bottom. About two hundred willows are used. A strong cord is used for lacing, two cords are used for each side to lace the willows together, alternate the willows, slim end on one side, then the large end of the willow on the next row. After all the willows are used, then a board is laid under the edge of the back rest, the willows are then cut neatly on both sides. Right in the middle of the back rest using an awl, a hole in punched and a strong cord is laced through each willow to secure it, this is done clear to the bottom of the back rest.

The finishing is the binding around the back rest, use blue or green flannel, never use the color red, as that color is rexerved for warriors. Decorate with beads and tassels. Tie on the tipi pole to hold it up at the head of the bed.

Told by: Estelle Blackbird

" INDIAN SADDLES, MEN AND WOMAN'S "

The man's saddle was made from the boxelder tree. Two large branches of the tree were cut, the saddle tree was carved from these branches. The man's saddle front and back were shaped the same, which was round on top. The ladies saddle had a high front, the back was the same as the front. They would carry and hang things from this otherwise it was just a saddle horn. The saddles were covered with rawhide. The sides of the saddle tree was made from part of the boxelder branch, which was split in two for the right width. The rawhide was soaked and put on the saddle tree and sewed together with sinew.

The stirrups were also made by splitting the boxelder branch in two and shaped into a stirrup, also covered with rawhide and sewed with sinew. When the saddle is all dried, then a cushion of soft robe is put on the seat of the saddle, over this another flap. Woman's saddle is made the same way as the man's. Only buckskin is used for the saddle horns, besides the rawhide. The buckskin was put over the rawhide and sewed. The woman's saddle was usually decorated with tassels and beads. The stirrups were beaded on the outside. The bridles were beaded, and the saddle blankets were beaded around the edges. Not everyone had decorated saddles, only the families that were more ambitious made these for their children.

Mrs. Blackbird said she had the whole outfit, saddle, bridle, and saddle blanket all decorated. When her nephew Ira Talksdifferent married Mary Big Beaver she gave these things to her, also a basket head Indian waist, (a pull-over shirt or cape made with basket beads.) In the Indian Traditions Mary would be her daughter-in-law.

Told by: Estelle Blackbird

"QUILLWORK"

Just medium size porcupine quills are used for quill work. The smaller ones are too fine and break too easy and is difficult to work with. Never use the big coarse quills. The dye, her mother used, was in little wooden containers, They came in different colors, She said, "Chief Nosey's tipi was colored with this type of dye, it must have been good, because it never washed off. It was yellow with designs done in black and a thunderbird painted on the back.

"BEADWORK"

Early beading they used only sinew. All clothing and tipi's were sewed with sinew. The tipi's were made from tanned hides. The arrows were secured at the tips and the top with sinew. She heard these things from the old people when she was young. She also made warbonnets in her time. She said it takes thirty-two eagle feathers to make a warbonnet.

"TRAVOIS"

The rawhide was stretched on the travios frame while it was wet and fastened on with thin strips of rawhide.

Told by: Estelle Blackbird

ASSINIBOINE INDIAN BURIAL LONG AGO
AT LODGE POLE

Long ago when people died, there was no lumber for coffins so the people would wrap their deceased and place them on a high hill on a ridge. My mother used to go fix my sister's burial place, and my parents erected a tipi over her. Later on a saw mill was placed at Lodge Pole, my father had some lumber saved and he built a house over the grave.

" INDIAN BED FRAME LONG AGO "

The frame was made from poles as long as the bed would be. Stakes were used to hold the poles on the sides, the head, and the foot of the bed. One enterprising individual used the first leg bone of the cow or buffalo for the stakes. These were sharpened and pounded in the ground to brace the bed poles. Then they were painted with Red Indian paint.

" RAWHIDE ROPE "

The men had to cut rawhide in long lengths, then they would stretch these from tree to tree until they dried. To soften the rawhide strips they used tallow, which they rubbed on the strips to make it pliable. These were all length, according to what they used it for.

told by; Estelle Blackbird

" HOW SUMMER CAME TO THE NORTH COUNTRY "

IKTOMI STORY

Long ago, there was a tribe of Indians who lived way up north, where it was always winter. One day Iktomi went to their village.

Every tribe always had a Chief, the Chief had a son. Iktomi caught this little boy and told him to tell his father, he wanted four things, first I want summer, second I want green grass, third I want red eggs and fourth I want green leaves, and then you must cry, don't stop crying. The little boy told his father what he wanted, and he started to cry. They could not stop him from crying, they didn't know what he meant!

The chief said, "Call Iktomi, he will know what he means." They called him and told him what the little boy wanted and he was still crying. The people didn't know that Iktomi was the one who had the little boy ask for these things.

Iktomi told them, "Oh we will get it for him." They have the summer some place. Call everybody, animals and people, he wanted to have someone go with him to get these four things the little boy wanted. He chose a beaver, owl and an elk. They started on their journey in the southern direction. They came to a big river, Iktomi had a boat so they crossed the river, he tied the boat up after they crossed the river.

In the distance was a big tipi. Iktomi told the owl, "Go see what is in the tipi." The owl went to the tipi and looked in. In the meantime the elk who was one of the animals that went with Iktomi, was swimming in the river. Some of the people who lived there seen him they said, "Look! there's an elk swimming, they all ran over there and tried to kill it. It swam far enough away so that they could not kill it.

When they were busy trying to kill the elk, the owl looked in the tipi, he seen two keepers of the summer, it was some kind of a sack with water and leaves in it. The keepers had to guard the tipi which had the sack of summer in it. The sack was hanging in the center of the tipi. While the owl was looking down in the tipi, the keepers of summer seen him. One of them said, "Look at the owl, look at his eyes. They would poke at his eyes but he wouldn't blink, after awhile they used a lit stick to poke him, he still wouldn't blink. He just sat there for awhile, then he left the tipi and went back to report to Iktomi and the animals about what he had seen in the tipi. He said, "There's two watchers in the tipi, they even burnt my eyes. When the owl was looking down in the tipi, Iktomi had the beaver gnawing on the enemy's paddle to his canoe.

Finally they all went over to the tipi, caught the two keepers and tied them up. They had some pitch, this is similiar to glue, they daubed their mouths, then they exchanged the sack that had the leaves and water in, then put another one in it's place.

They took the sack with water and leaves (which was summer) and ran to their canoe and floated down the river.

One of the keepers mouth wasn't daubed with pitch very good, so he could talk a little bit on the side of his mouth. He start yelling they've taking the summer, they're taking the summer home. The people heard him, they didn't know that Iktomi and his helpers stole the bag of summer.

They chased Iktomi and his helpers. They jumped in the canoe and started to row with the paddle, but it broke, the beaver had gnawed it almost in two, it broke so they went floating on down the river. Iktomi and his helpers kept going north with the sack containing the water and the leaves. As they progressed north a big chinook wind came and started melting the snow. They reached home, still the chinook winds blew. The snow melted and the green grass started to grow and the leaves came out. Iktomi told the Chief and his people, "This is what the little boy wanted, he wanted summer, he wanted this warm air, also the green grass and leaves, after awhile he found some red eggs for him.

The people he stole the summer from come to them and they had a big meeting. Even the animals were there. The people and animals wanted the summer to go back and forth every year. One of them said, "I wonder how many months we could have summer here and winter over there. The lion spoke up and said, "As much as my hair. They all said, No, let us have it for three months. I could sleep for nine months, on the nineth month I will wake up, and we will have summer. He was holding his front legs up. The big animals kept arguing about how many months they would have summer and winter. The frog kept holding his front legs up and saying, No, that's too long, said the frog you have too much hair. The lion finally got angry and told the frog to shut-up and he hit him with his big paw and knocked him out cold. The frog still had his fingers up for three months.

It finally was Iktomi's turn to tell how many months he would like summer and winter to be. Well, my brother Lion, that is a pitiful thing you have done to him, so we will have it for three months. The frog won!

The End

Told by; Estelle Blackbird

" THE STARR DIPPER "

Once upon a time, a young girl was running away from a person who was chasing her. She would go to everything and everyone for help, even animals and people but no one would help her. They would say, No, we can not help you, because we are afraid of him, go to the next one. After awhile she saw a tipi in the distance, so she went over there. There were seven little boys playing outside. She asked them if they could help her, as this person was chasing her and he was going to kill her. The little boys did not say they were afraid of him, instead, they asked her, "Well, what are you going to be to us?" She answered, "I'll have you for my sons," and they answered, No, we don't want that," so she kept saying all the different relationships but they kept saying no. So finally she told them I'll have you for brothers, so they liked that. They told her run around the tipi four times and come in. She ran around the tipi and on the fourth round, this person who was chasing her was coming near so she went in the tipi. He did not enter the tipi. These were all young boys, ages 8 to 12 years old. The man who was chasing her, was telling the boys from outside, to throw her out, because she was no good that she made me eat my grandmother. The boys would not answer him. He kept telling them to throw her out. Finally, they decided to go outside of the tipi. The man ran away but they caught him and killed him and dragged him back to the tipi. Then they made a fire and told her, "Sister, burn him up." So he was burning up and the boys told their sister, if anything pretty comes out of the fire, don't take it." Sure enough pretty things came popping out of the fire, she crabbed a stick and she would throw them back in the fire, so he burnt up. The boys told her, "Well sister, you have nothing to be afraid of now, he was the only one now he is gone. So she stayed with them. The boys always went hunting. Killing buffalo and other wild game. She would tan the hides and make clothes for them and robes out of calf skins. In the fall, buffaloes turn black and they shed their old hair.

They killed one calf and it was black around the eyes. One of the boys said, "Oh sister, I really like this one, make a robe for me," the other boy said, "no, I am going to have it," then they all wanted the robe. After awhile they started to fight. She finally made them stop fighting, she told them, this one is not the only one. There will be a lot of them. Each one of you will have one, I'll make a robe for each one of you." They sat down and were very quiet and finally one of them spoke and said, "We did a shameful thing." As they never did fight before and always got along good. Because of the shameful thing we have done, we are not going to be on earth, we are going to go up in the sky and stay up there." So all seven brothers went up in the sky and that is the dipper we see now. The sister went too, she is the big star at the tail of the big dipper.

Told by: Estelle Blackbird

"IKTOMI"

One day an Iktomi (edk-toh-mee-spider) was sitting on a hill smoking his pipe. A buzzard was flying low over the Iktomi and tipping his wings at him. Iktomi is smart and tricky but sometimes he is foolish too. He kept repeating to himself, "Buzzard, give me a ride." The buzzard finally lit by the side of the Iktomi and said, "Get on my back and I'll give you a ride." So the Iktomi got on the buzzard's back.

As the buzzard was flying around with Iktomi on his back, the Iktomi noticed the back head of the buzzard. (you know we have no cuss words in our Sioux language, but we use a sign with our hands which indicated you no good so and so.) This Iktomi would close his fist and point it at the buzzard's head. Then he would open his fingers fast, giveing the buzzard the bad sign, thinking the buzzard could not see him. However, the buzzard was watching his shadow on the ground and he could see Iktomi's down there too. So the buzzard decided to get even with Iktomi. He flew upside down. Down fell Iktomi into the hollow tree and for days he could not get out.

Then came a big rain storm which soaked up the rotten hollow tree. The tree swelled up and was crushing Iktomi to death. Iktomi started praying. He said, "Please, Great Spirit, save me. You made me smart, but by my own foolishness and tricky, I got myself into this trouble, forgive me, I am sorry." After feeling sorry for himself, he felt so small, he was able to crawl out.

THE BIG RAT AND THE LITTLE RAT

"Help! Help!" called the little brown rat. The little rat had his leg in a trap. An old rat came by and saw him. "Help me," said the little rat. "If you can get a stick under my leg, I can slip out of this trap."

"Help you?" asked the big rat. "Not I, What did you do for me? Find someone who likes to help. I must go, Good Luck!" At last the little rat got his leg out of the trap. He limped down the walk licking his leg. At the end of the walk he saw a big black cat with the big rat.

"Help me!" called the big rat, "The cat is going to eat me up. Run up and nip him in the leg. He will let me go and run after you. Then I will run away and you can get away, too."

"Help you?" said the little rat. "Not I, What did you do for me? Find someone who likes to help. I must go, Good Luck!"

1. The little rat had his leg in a ______________________________.
2. The little rat asked the old rat for ______________________________.
3. At last the little rat got his ______________________________ out of the trap.
4. The big black cat had the ____________________ ____________________.
5. The old rat calledout, " ____________________ ____________________!"
6. The old rat asked the little rat to ______________________________ the cat.
7. The little rat ____________________ ____________________ help the big rat.

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" THE FAT PIG "

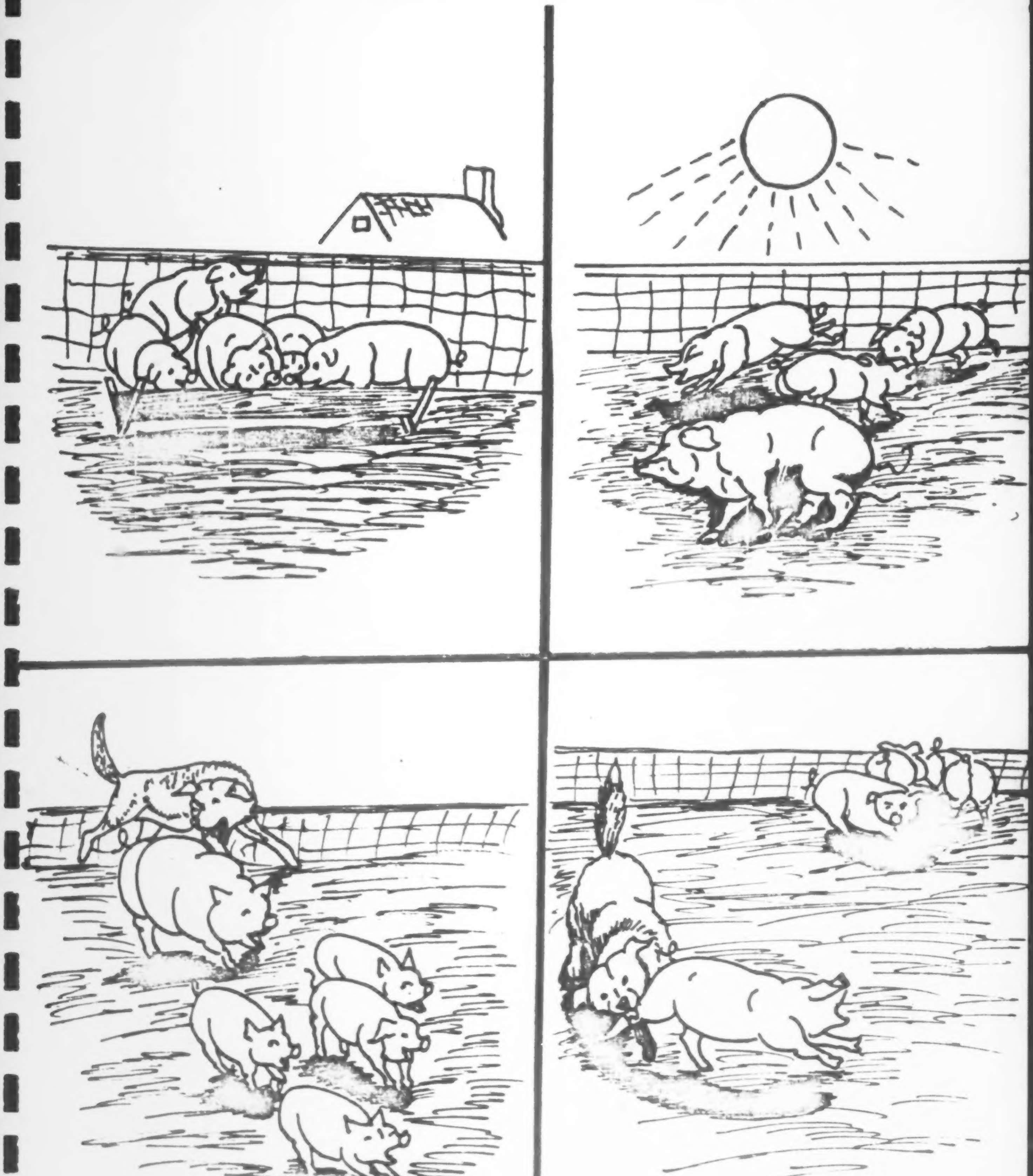
All of the little pigs had milk put out for them in a big pan. If they were at play, they all ran to get the milk. The little yellow pig ran fast to the milk. "Go away!" she grunted. "That milk is for me. Let me have it." She went over them and under them to get at the milk. She pushed the little black pigs and brown pigs away.

Soon the little yellow pig was getting a lot of the milk. She got big and fat. Soon she did not run and play. She flopped in the hot sun and slept.

Then a big new dog came. He ran after the little pigs and bit them. The little black and brown pig were fast and got away. But, not the yellow pig! She had got so big and fat that the dog got her when he came into the pig pen. "Help me! Help me!" she grunted.

"No," said the little pigs. "you got all the milk, now you can have the dog, too."

1. The little pigs got milk in a ______________________________.
2. The one who got to the milk fast was the ______________________________
3. Soon the yellow pig got ____________________ and ____________________.
4. The new dog hit the ______________________________.
5. The yellow pig was too fat to ____________________ and ______________
6. The other pigs did not ______________________________ her.



IN EKIS BATHOTSI NEWAKI BABEHIKIAK
(THE LITTLE RAT PLAYS A TRICK)

In ani theik bathotsi oh uh nahuba in woosa uh zanits, wakie nayhey in eek woos! woos! In bathotsi ha oh uh gits go hon ohuh non nee ga haw in woosa uh gib gook. Nuh nayhey zats pi ny its oh uh saw dats.

Nuh in woos tsa woo dona in bathotsia. Nuh in ekis bathotsi wakeek utney dotstayats nuh bathotsi uh.

Nuh in bathotsti huh nihe saw dats, nuh in ekis bathotsi oh uh zakgo. Oh uh nen nasibah "woos! woos!" wakeek, ah oh uh fo akgo uh atha huwah in bathotsia uh nih akgo hinits.

Uh wasi noats wakeek adon bab boe he hats neh da duc coots ethou nah nates woosa. Nuh oou ekis bathotsi oh ooh athou oh ooh noumna an "needea hebaeats neede hebaeats", wakeek oh ooh non neen aetha. Nu in woosa oh ooh zoh noh nak on. Oh ooh non na akgo in woosa oh uh don doau nuh in ekis bathotsi oh ooh dae gee ut done tsatsi bae he hone noh bathotsti huh. Oh ooh guhutdow nuh wakgee nay he e tsi nikgiak.

1. In bathotsi uh nahuwak in woosa uh zanits oh uh agitdoa" __________! __________
2. Nuh in bathotsi huh __________ in woosa uh gibitha nits.
3. In abik woosa ist owho dona __________.
4. In ekis bathotsi neek "ot donee adatsgiaon __________."
5. Wakeek, bathotsi huh nahuh woos __________ in uh gits go hoots.
6. In ekis bathotsi in uh ikgan anik ohuh naw huba __________.
7. In woos __________ oh uh nahuh na.
8. In ekis bathotsi oh uh dae go __________.
9. In ekis bathotsi wakeek "ot donee tsi __________ in bathotsi huh.

" THE LITTLE FOX "

The old red fox and her little one hid in her den. "The men are out hunting, "said the old fox. "They have guns that can kill us. They have big hunting dogs that can track us down. We will sit here in our den, and they will not see us." "We are so little," said the little fox. "It is good to be big. Then you do not have to run away."

A big stag came walking past the den. "See," said the little fox. "Look at the stag. He is big and grand. He can stamp down the hunting dogs. He can kick the traps over. I do not like to be little."

Crack! Crack! "What was that?" asked the little fox. "The guns," said the old fox. "Now look at the big stag."

The big stag came running back. He stopped, jumped up, and then fell. Big red drops ran down his neck. "The dogs will find him" said the old fox. "He was big and you are small, but he does not live now. You can still run and play. Be glad you are what you are."

1. The old fox and her little one hid in the ________________________.

2. The men were out ________________________________.

3. The little fox said, "It is ____________________ to be ____________."

4. The big ______________ came walking past the ________________.

5. Crack! went the ______________.

6. The big stag jumped up and ________________.

7. Big red ____________ ran down his ________________.

GAMES

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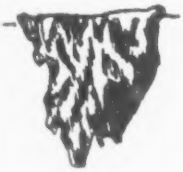
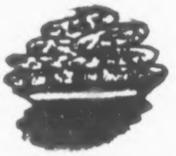
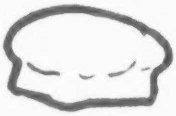
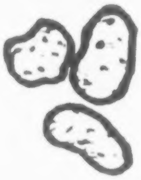
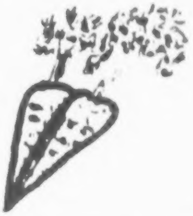
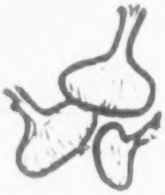
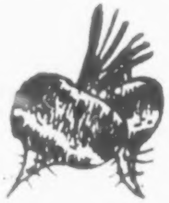
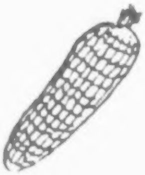
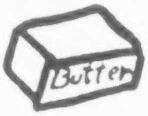
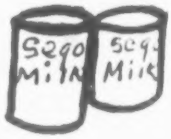
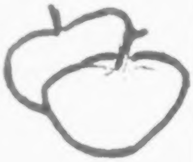
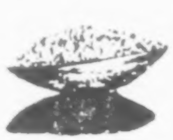
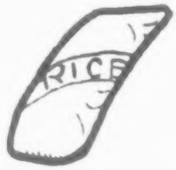
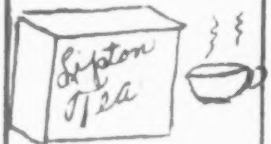
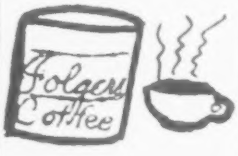
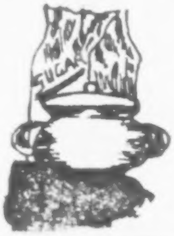
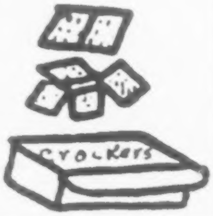
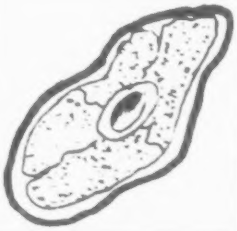
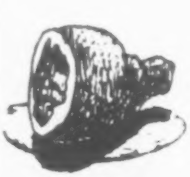
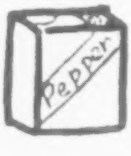
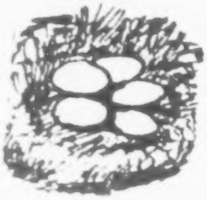
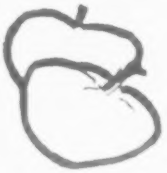
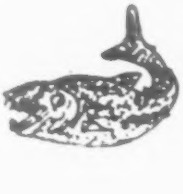
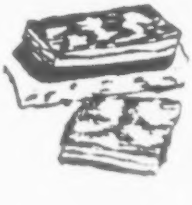
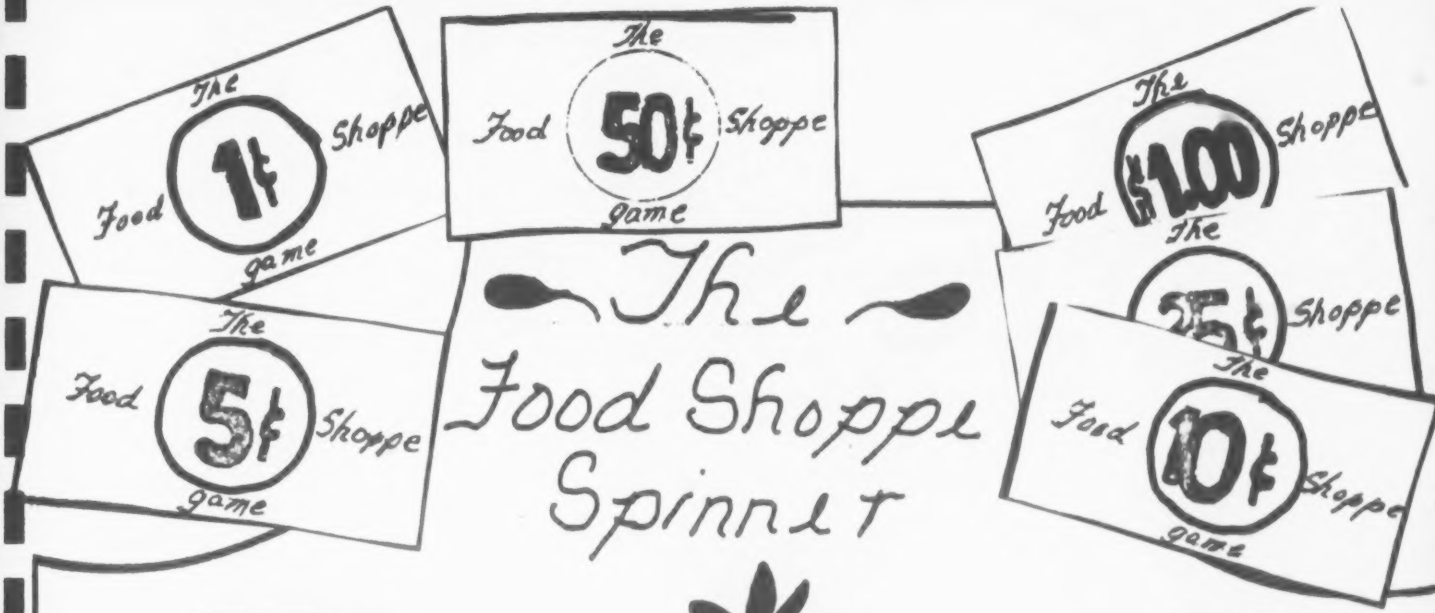
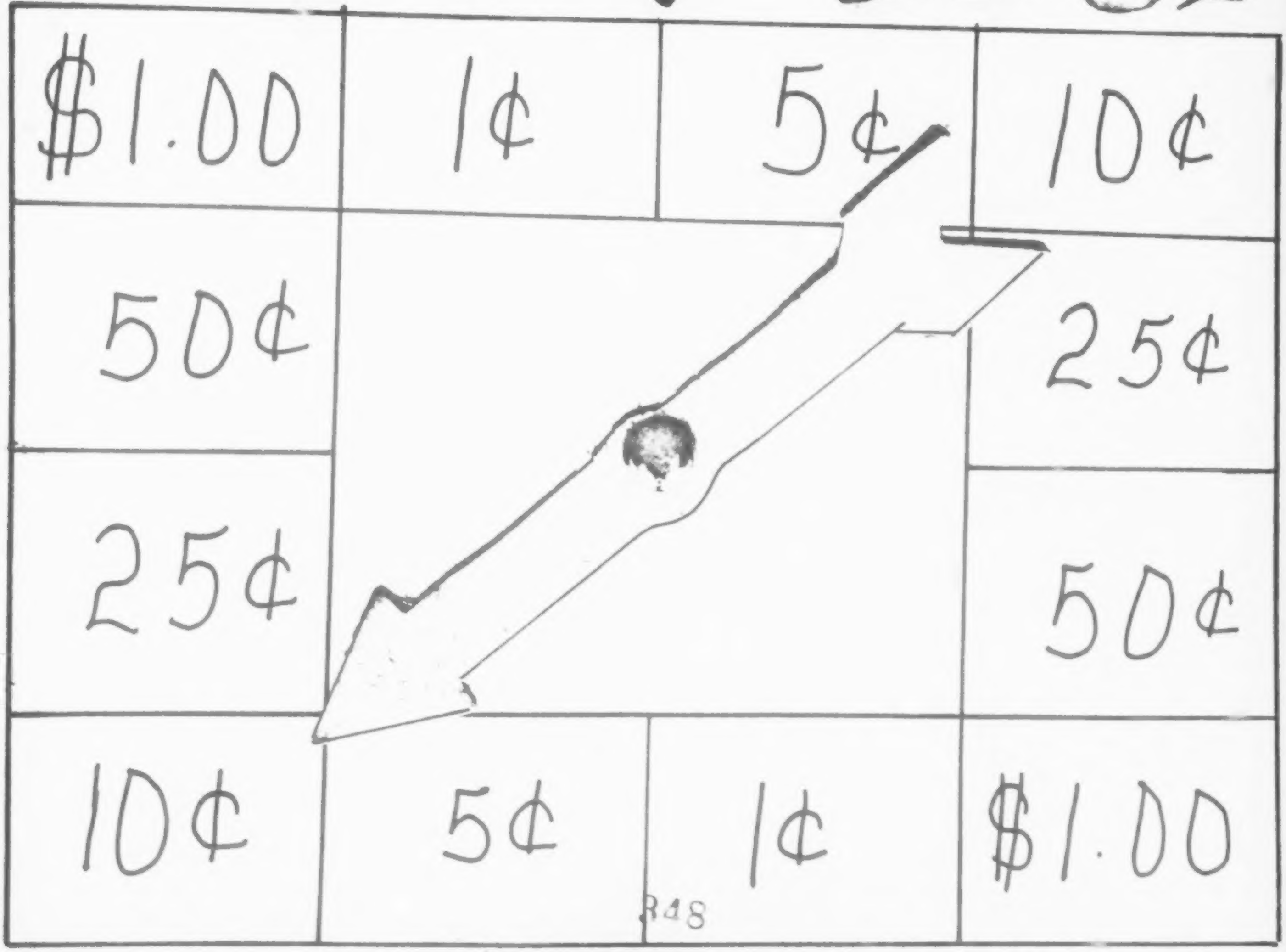
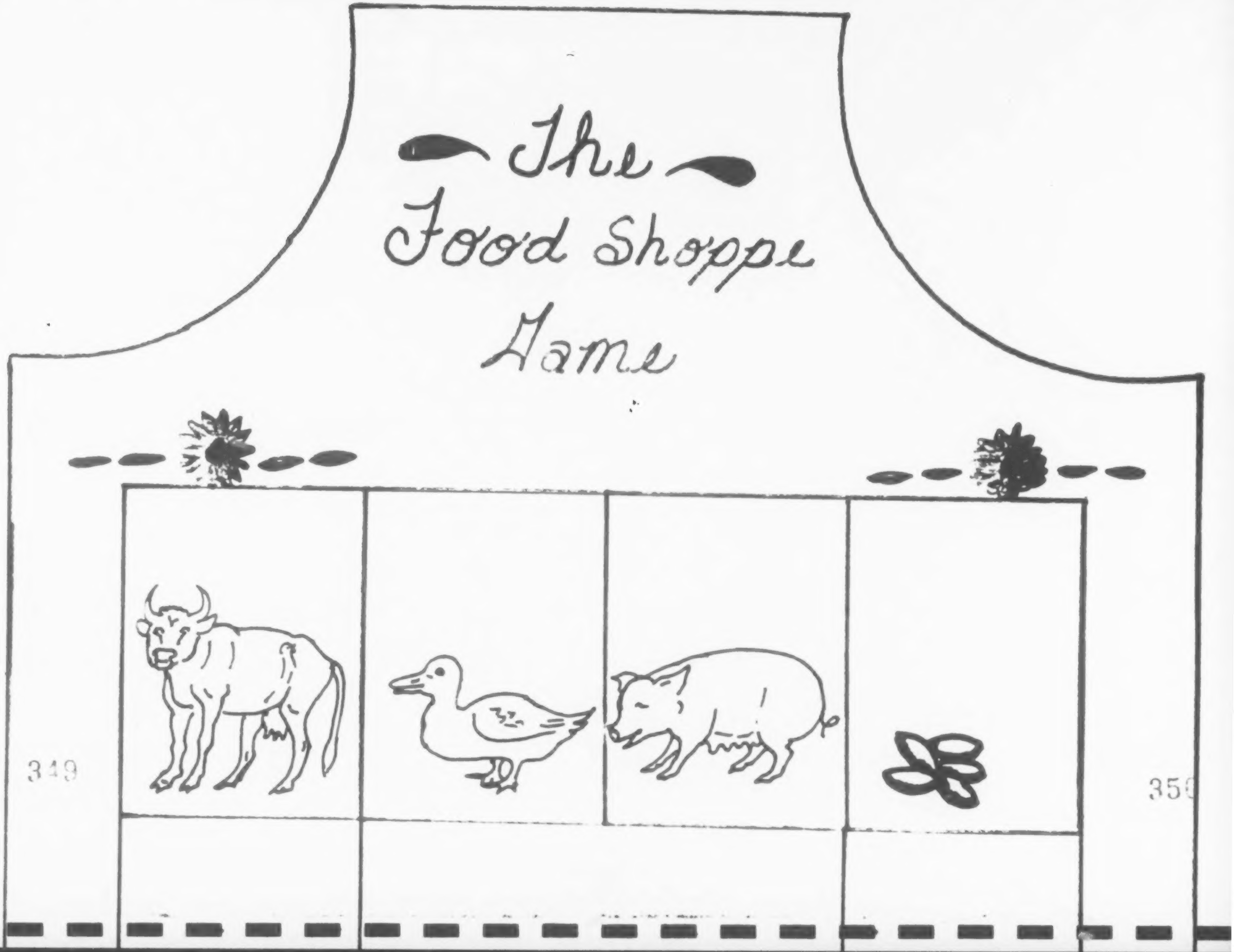
				
			 Butter	 Sego Milk Sego Milk
		Free	 RICE	 Lipton Tea
 Folgers Coffee	 SUGAR	 Crackers		
 Pepper				

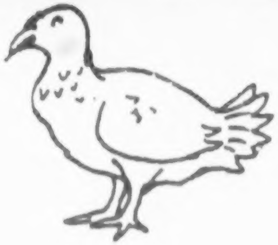

The Food 1¢ Shoppe game
The Food 50¢ Shoppe game
The Food $1.00 Shoppe
The 25¢ Shoppe
The Food 5¢ Shoppe game
The Food 10¢ Shoppe game

The Food Shoppe Spinner

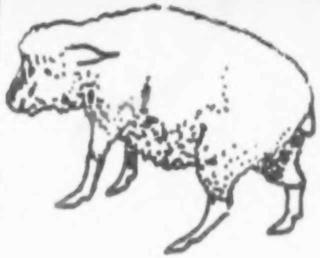


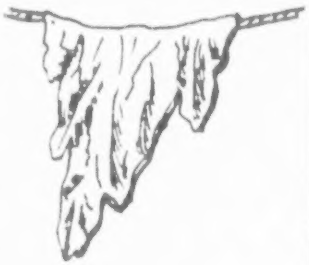
$1.00	1¢	5¢	10¢
50¢			25¢
25¢			50¢
10¢	5¢	1¢	$1.00

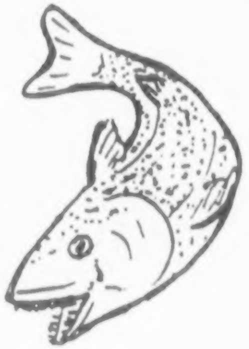

The
Food Shoppe
Game

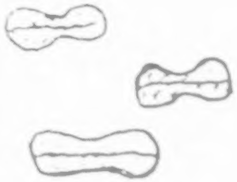


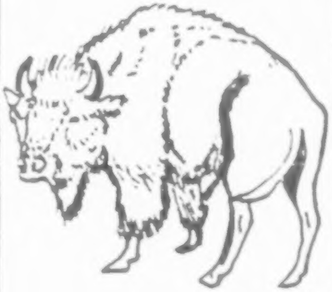
The Meat Group

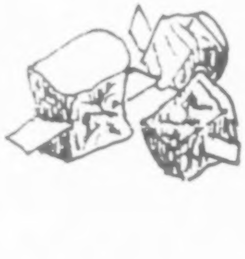


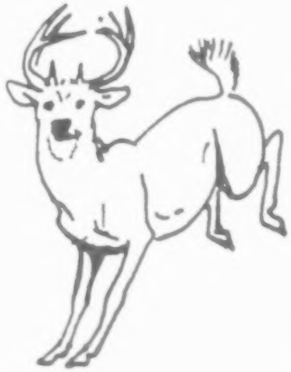


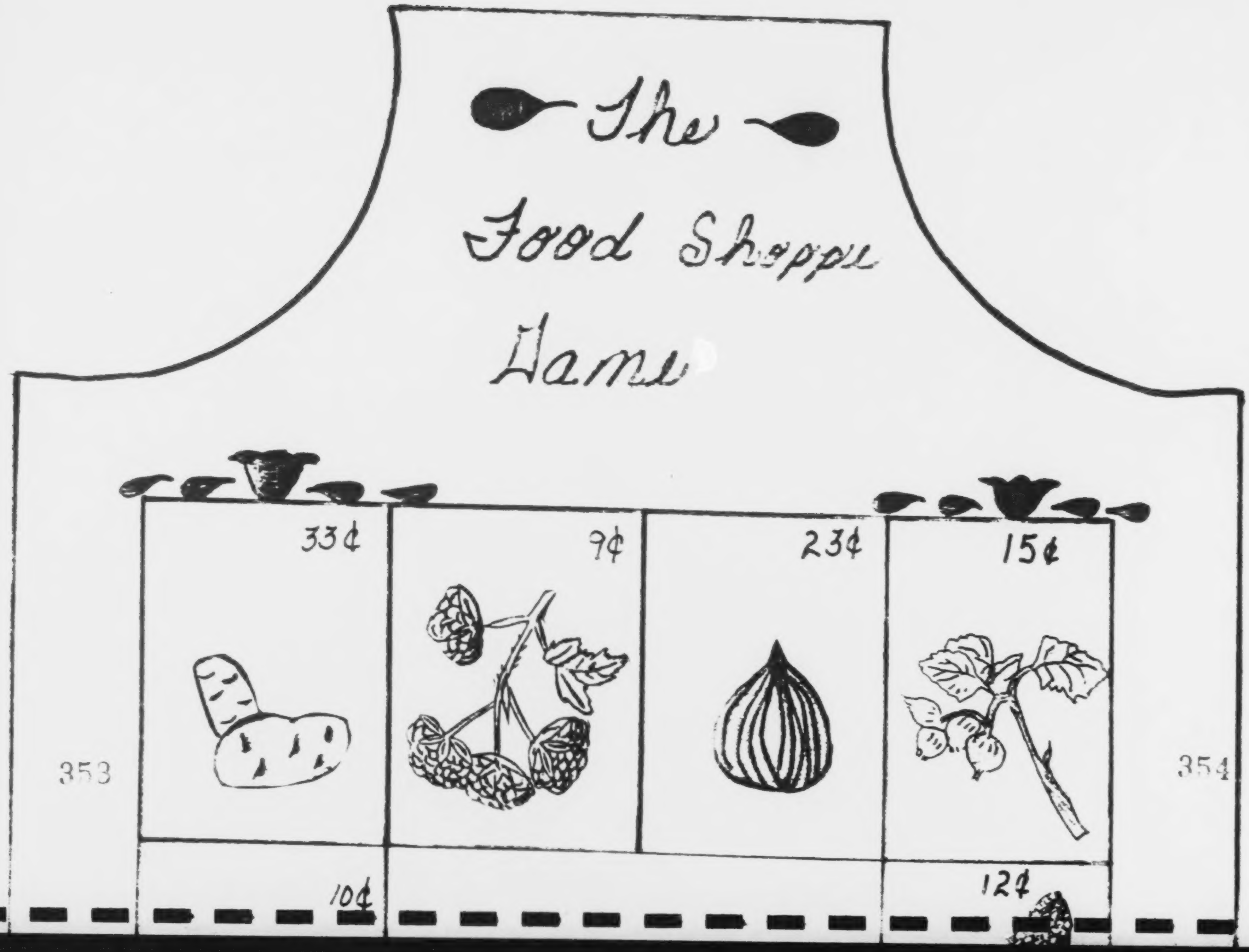




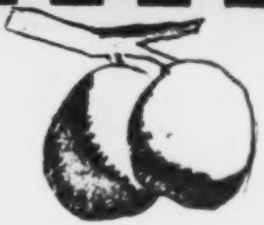


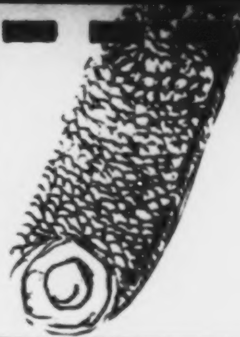


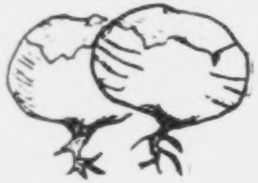


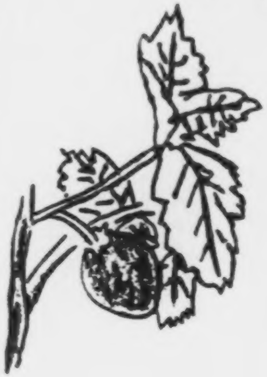

The
Food Shoppe
Dame
33¢
9¢
23¢
15¢
10¢
12¢

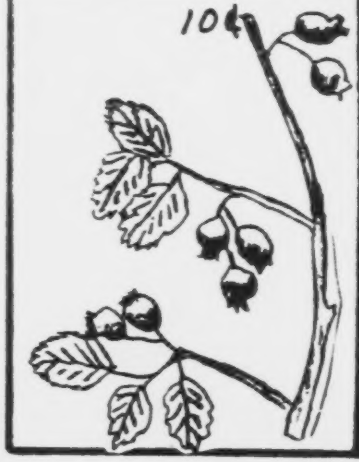
Fruit & Vegetable Group

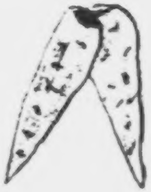


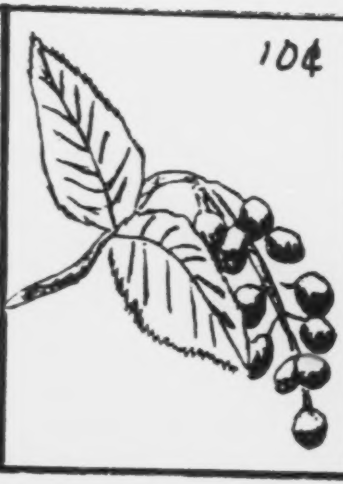


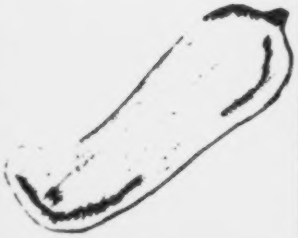




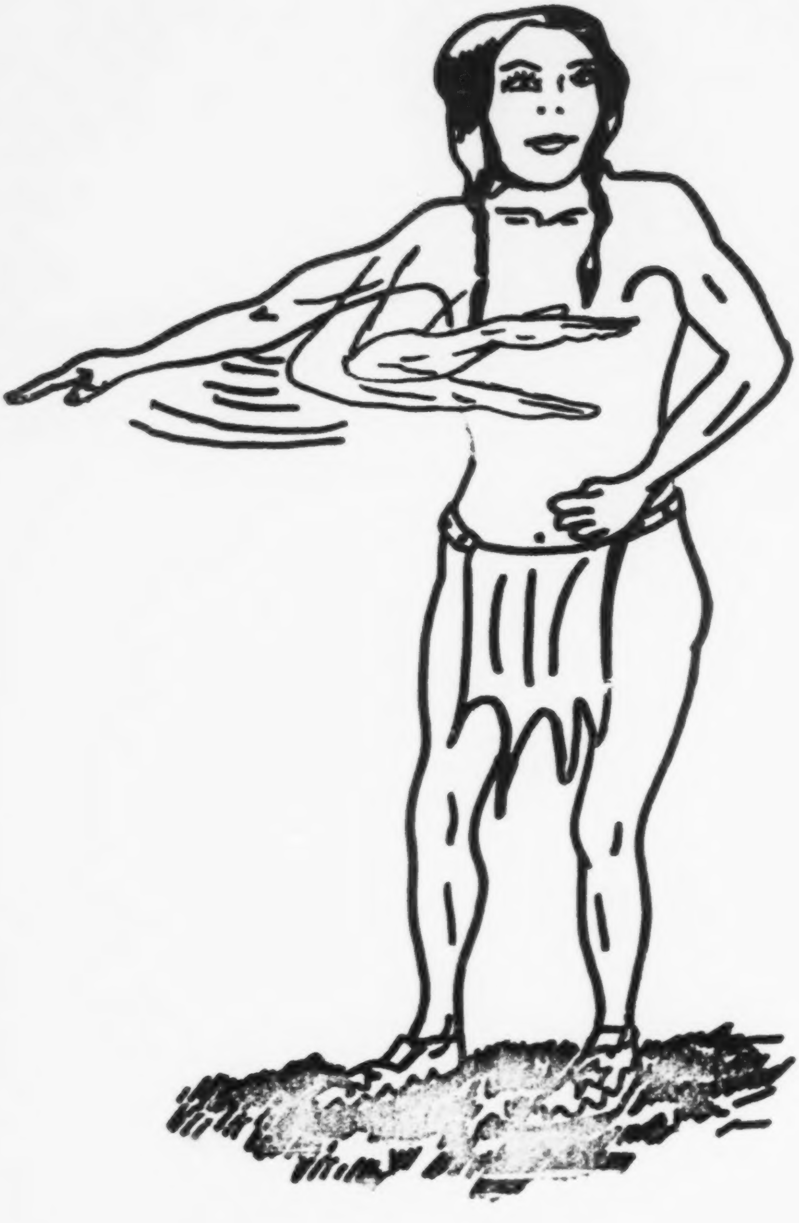




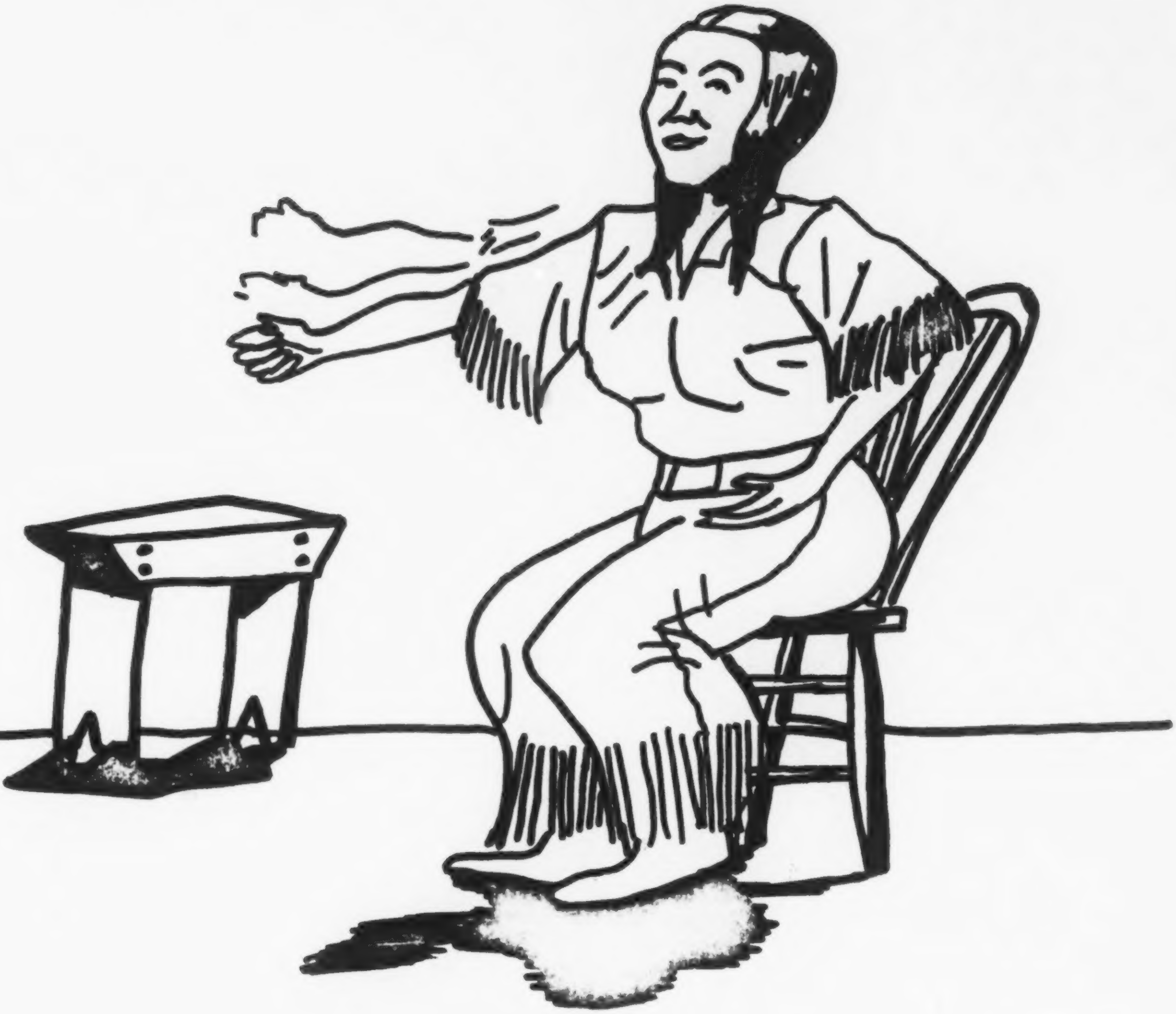




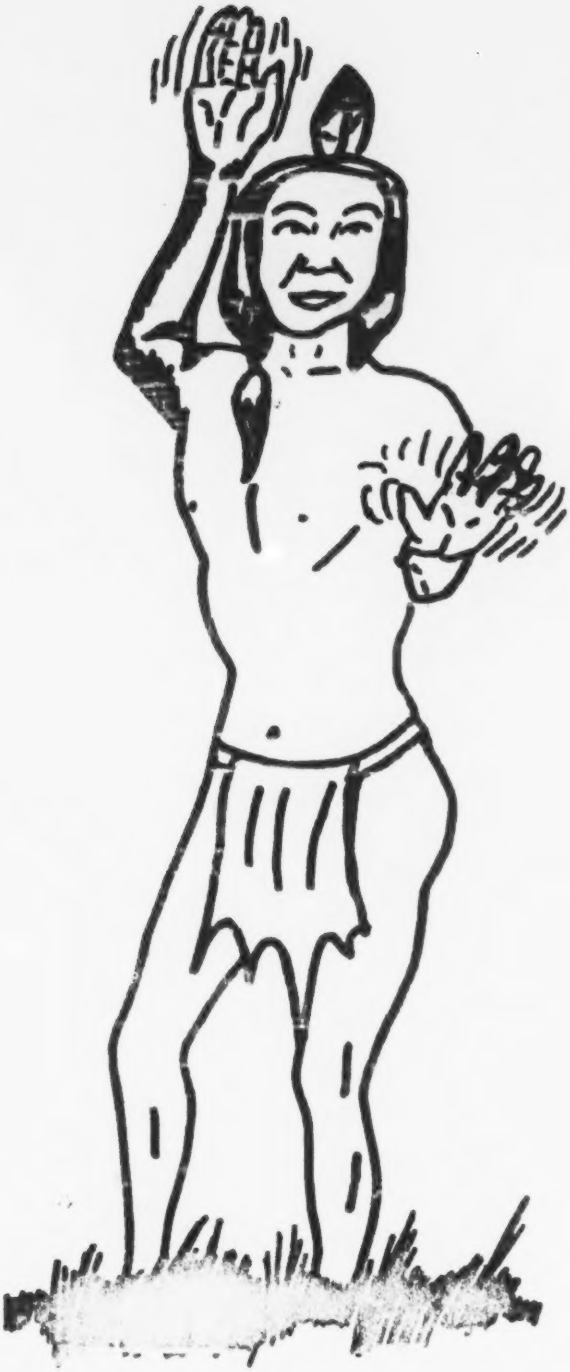
SIGN LANGUAGE



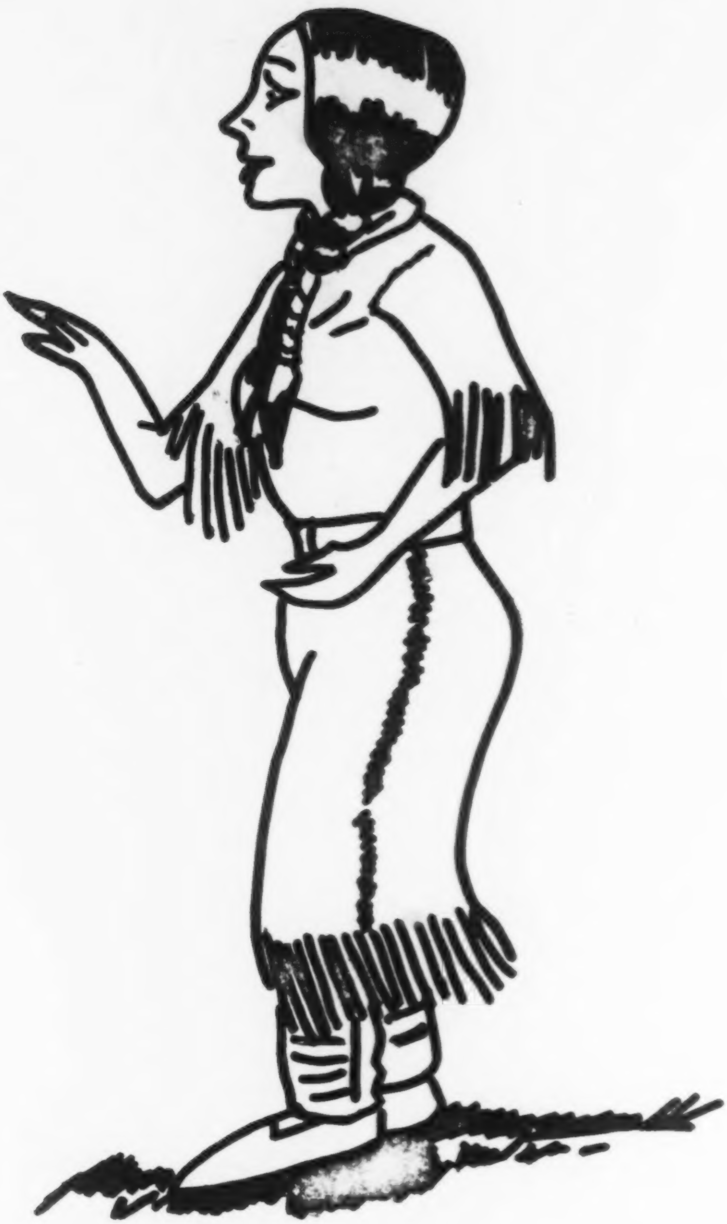
Good



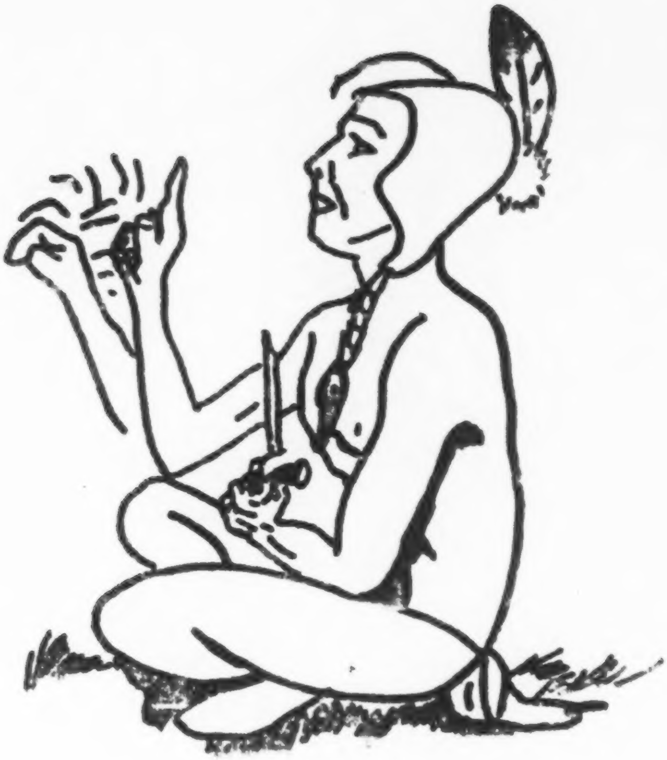
Sit Down



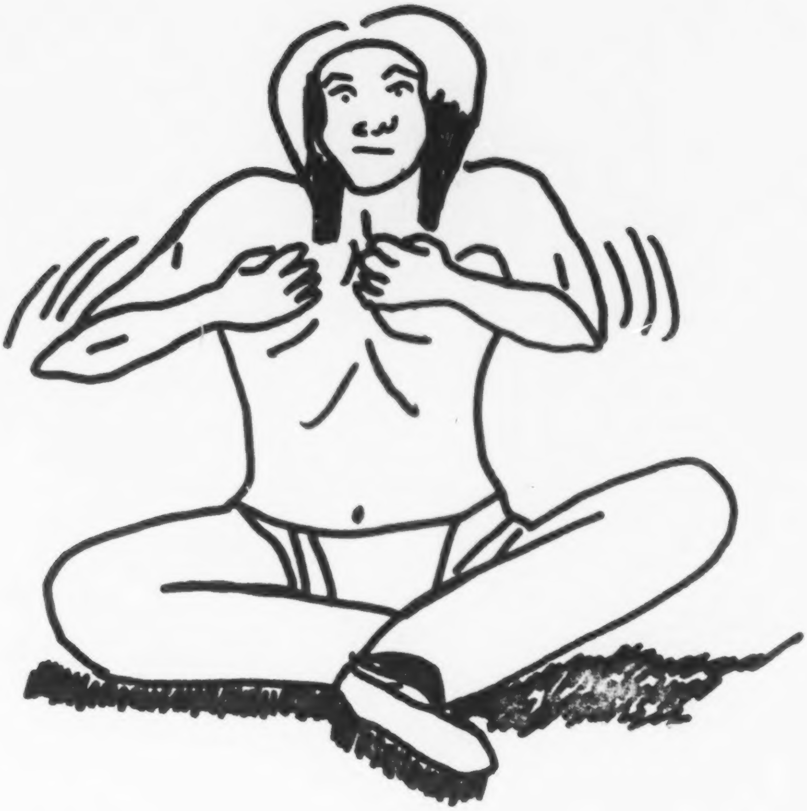
Stop and Wait



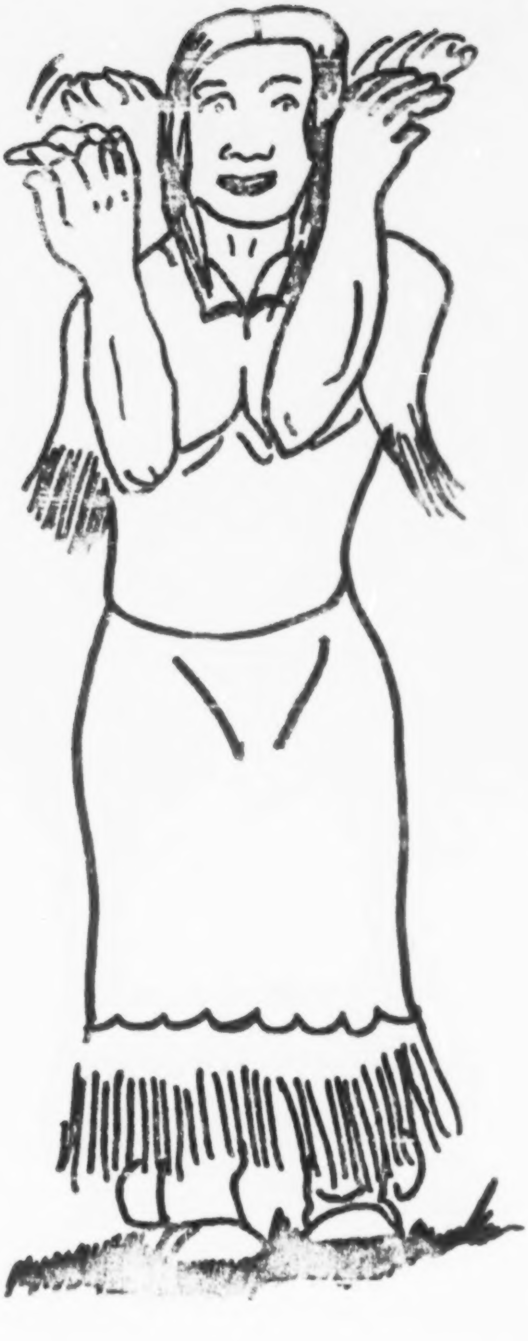
Wait



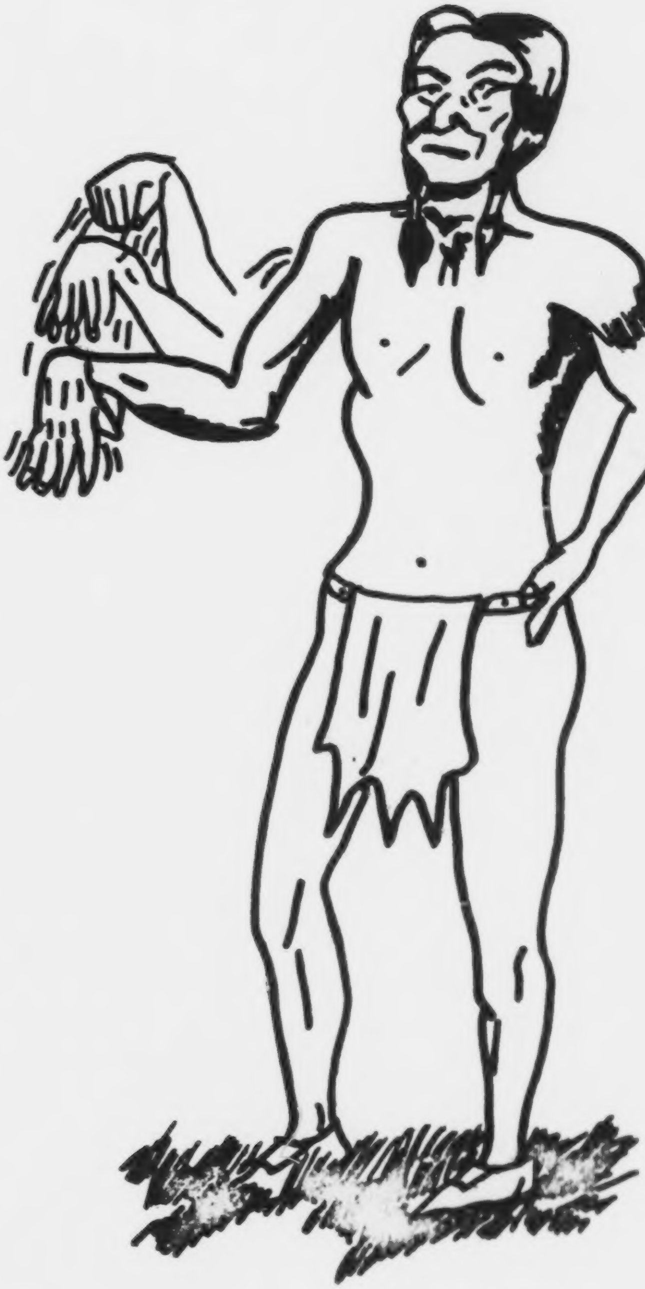
Yes



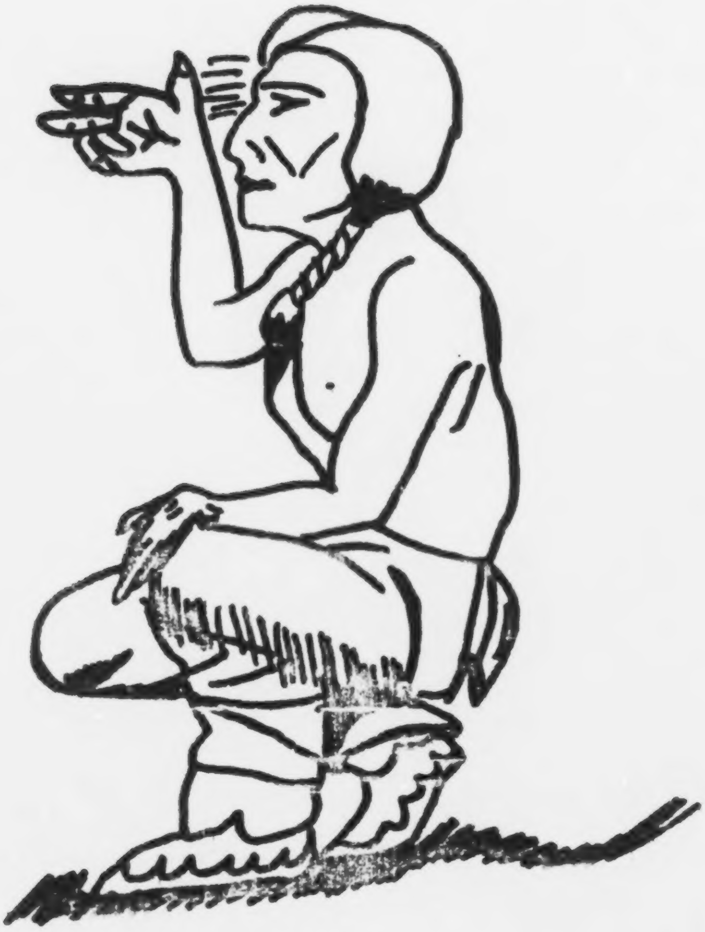
Quit

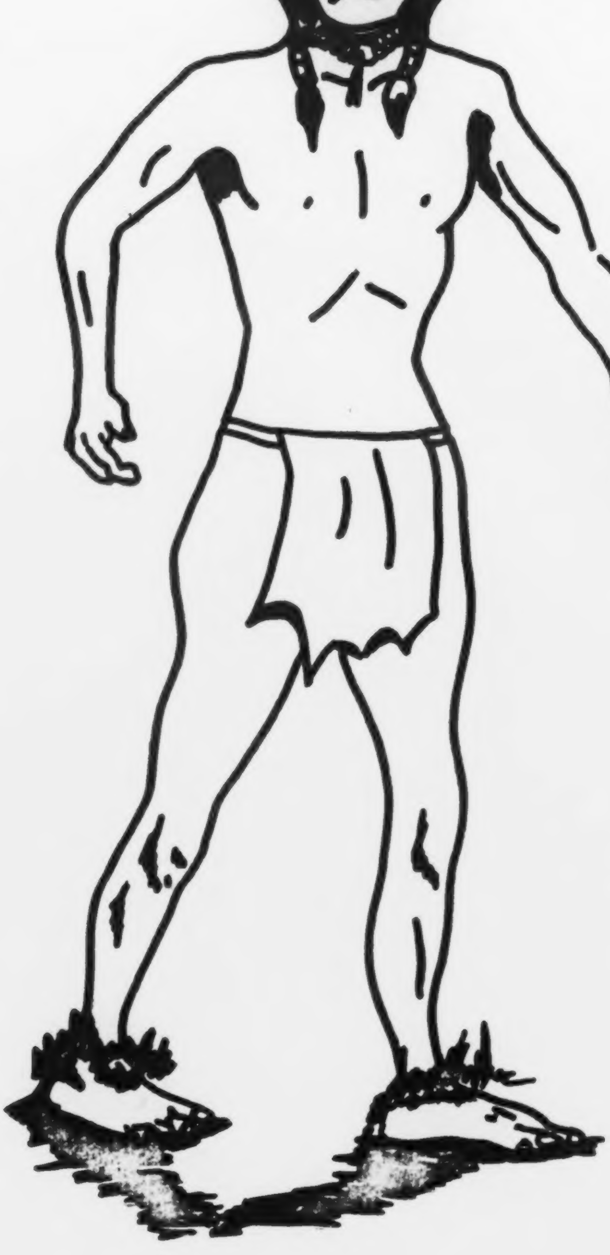


Women

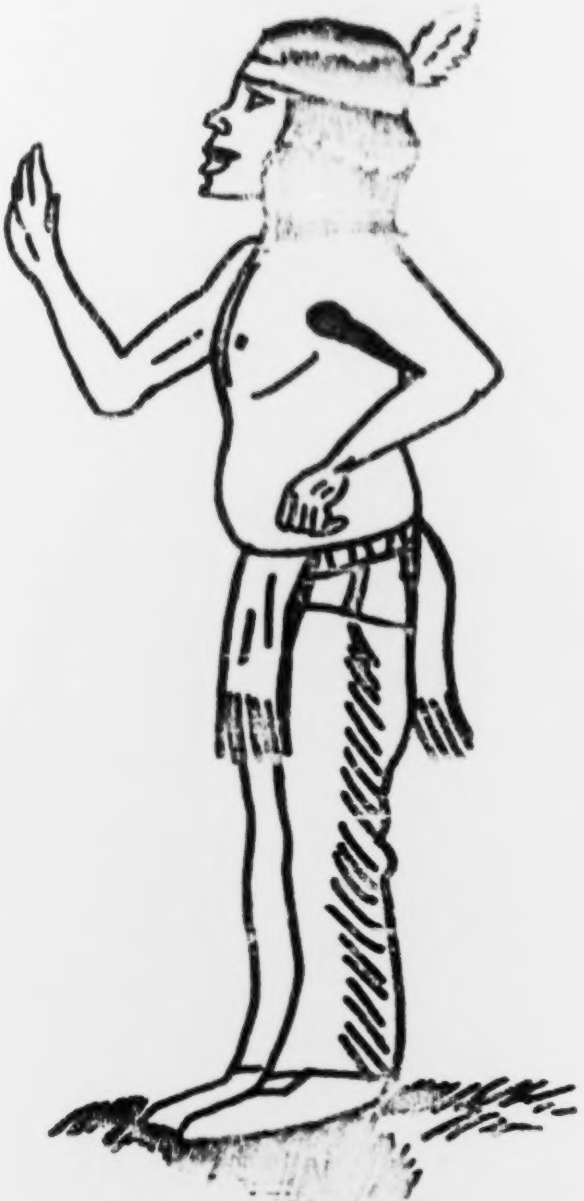


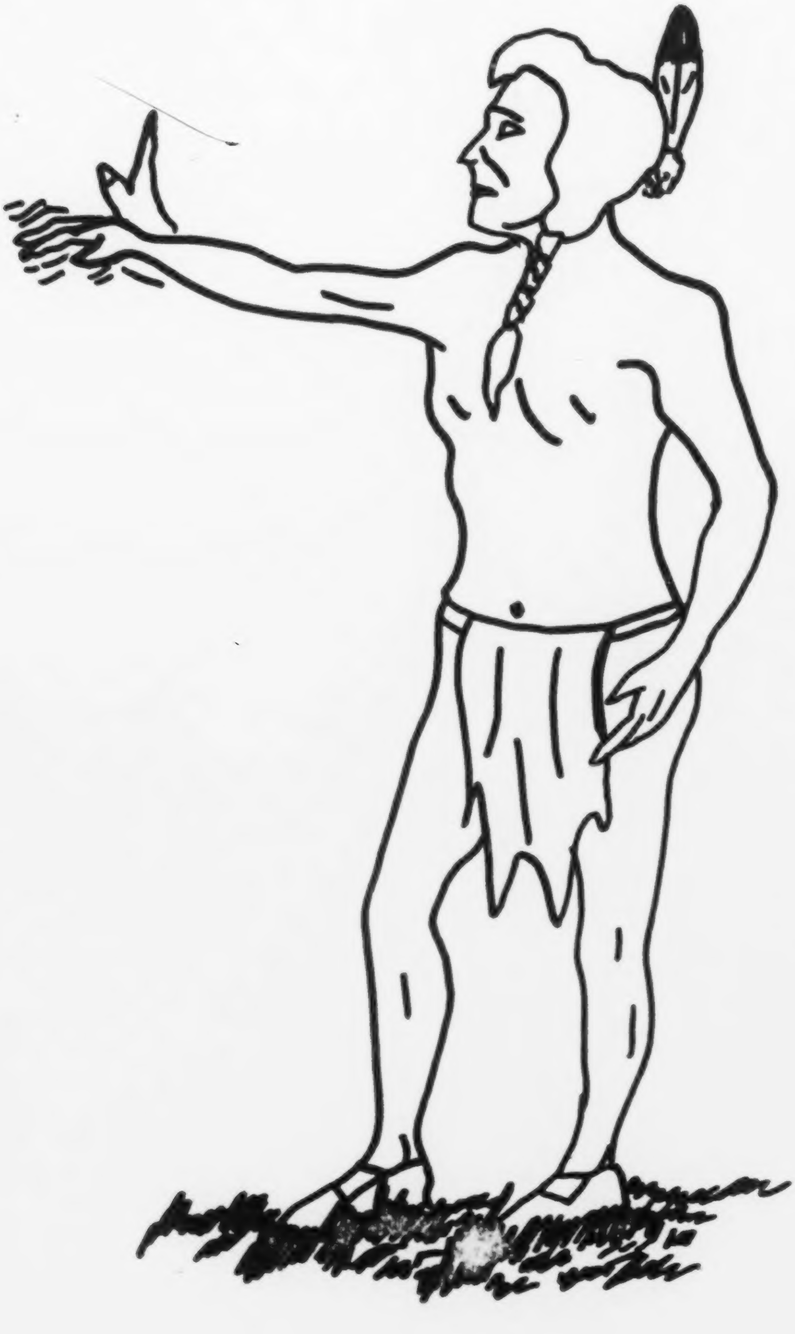
No Good



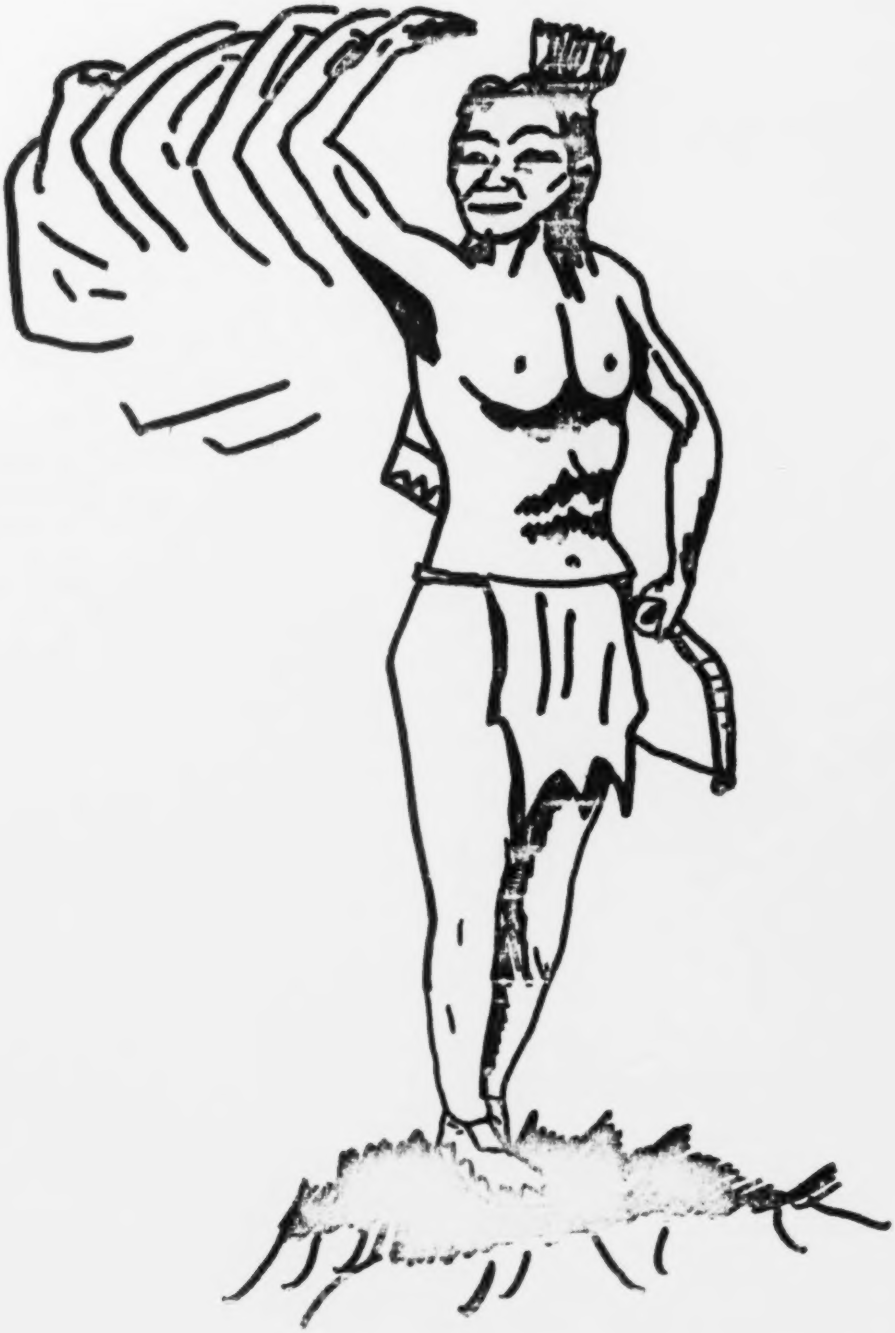


Wide

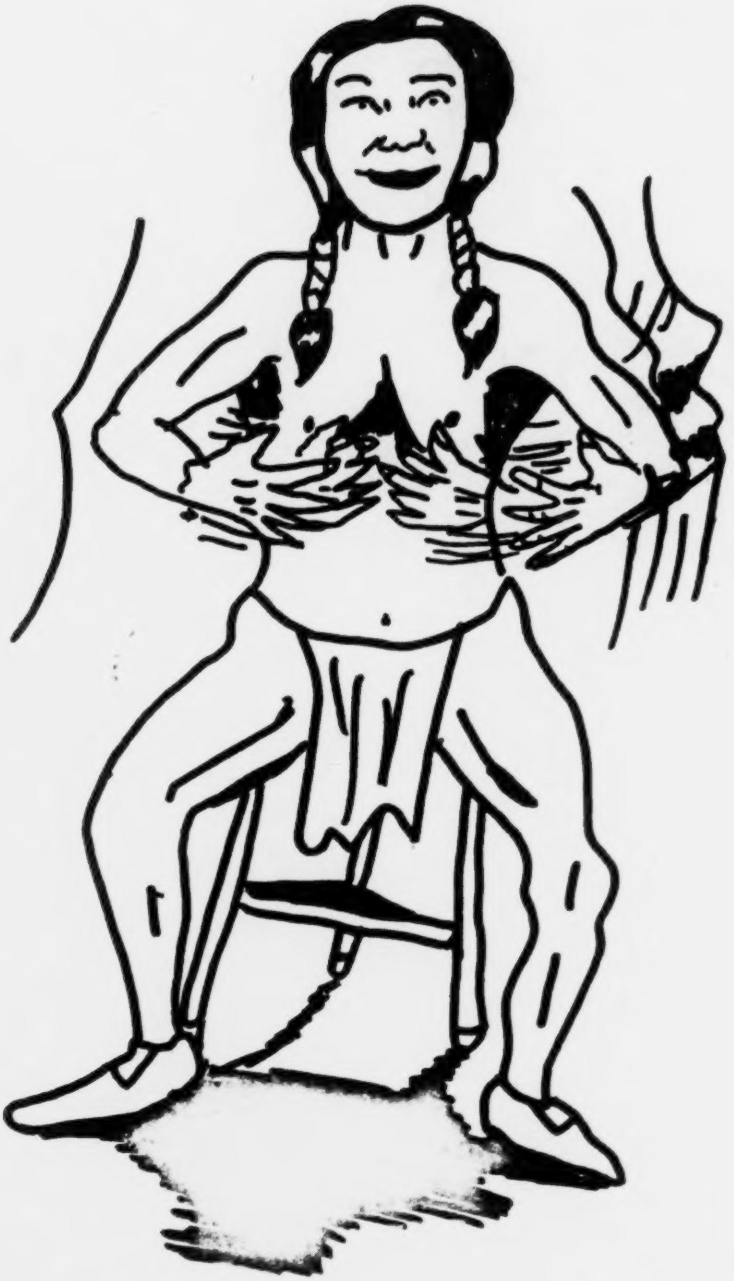




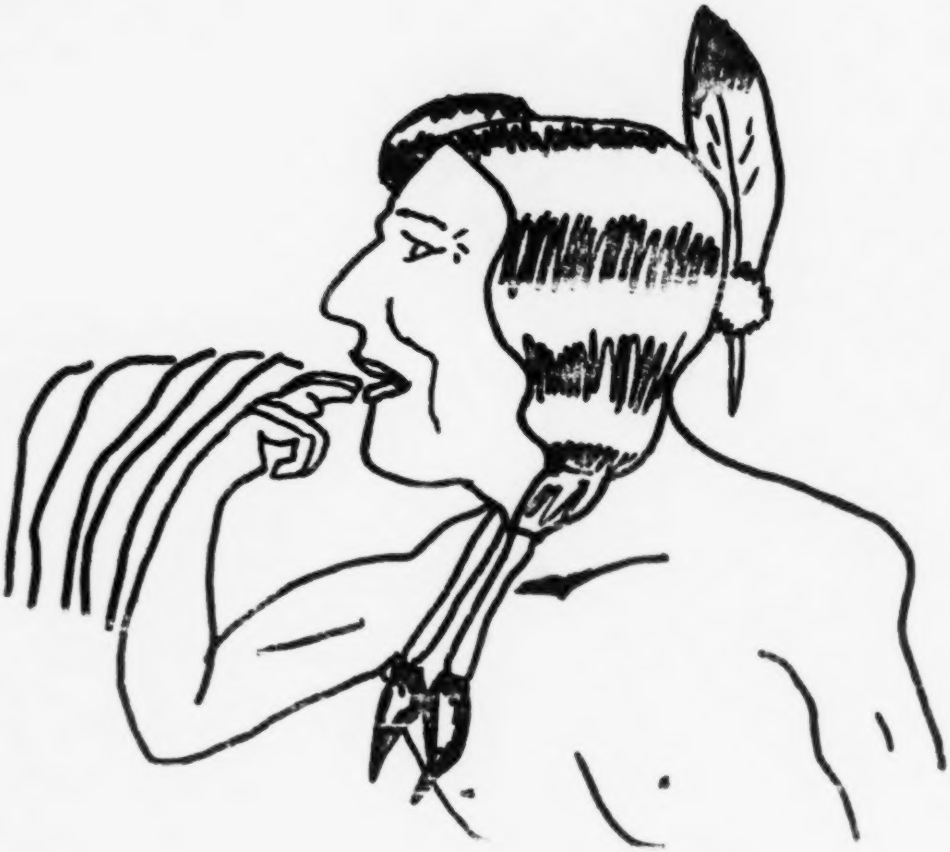
Stop



Gone

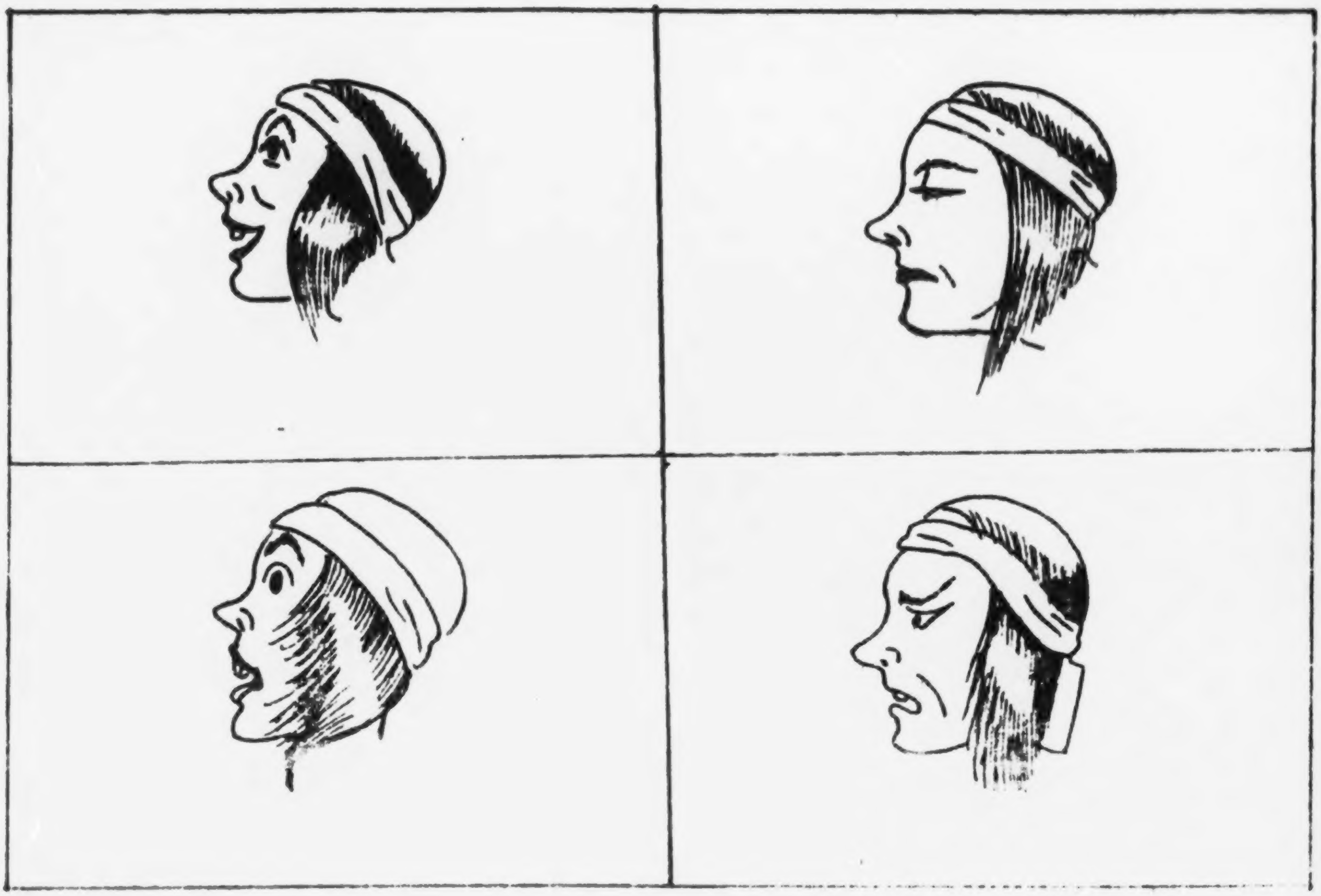


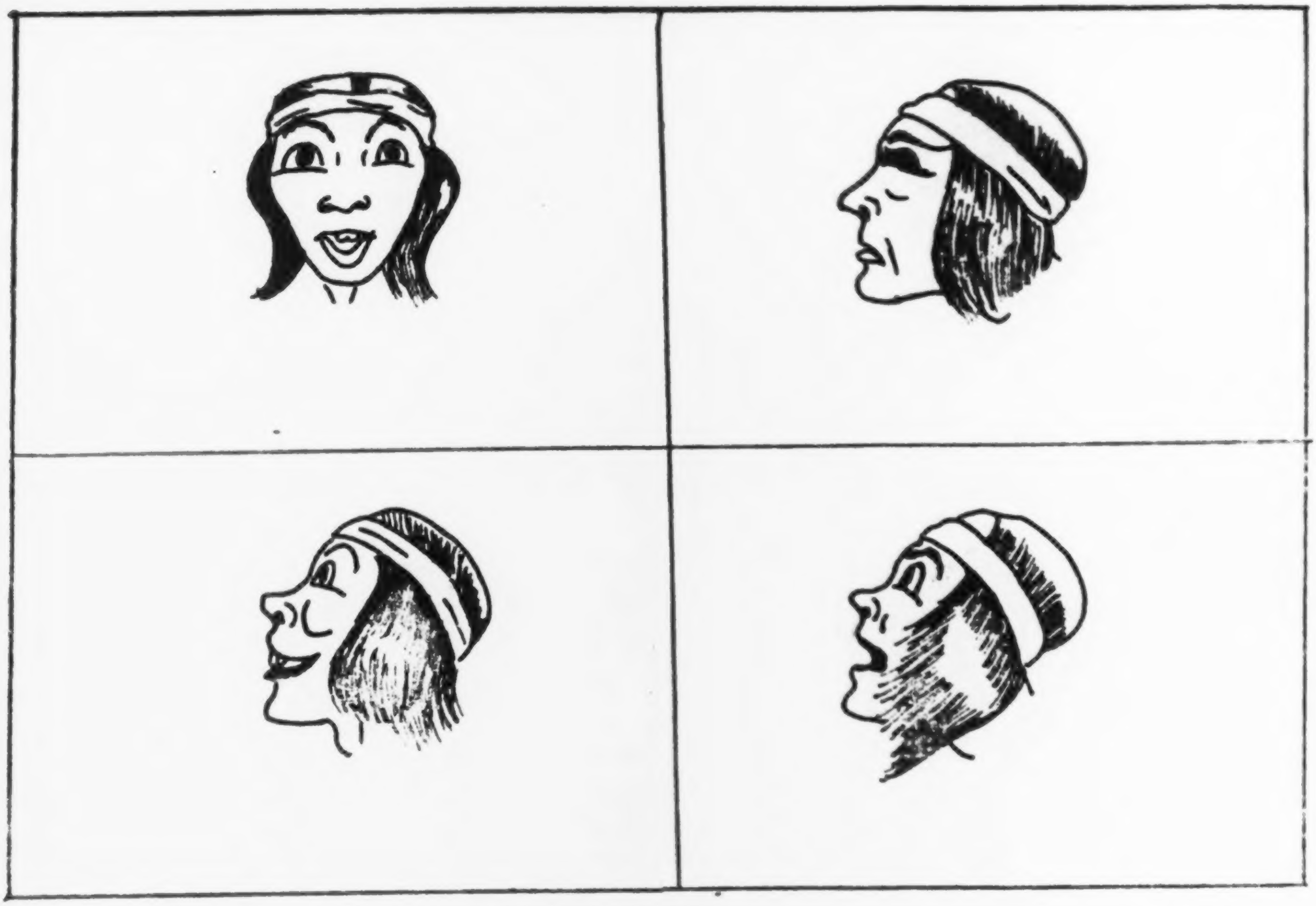
Big

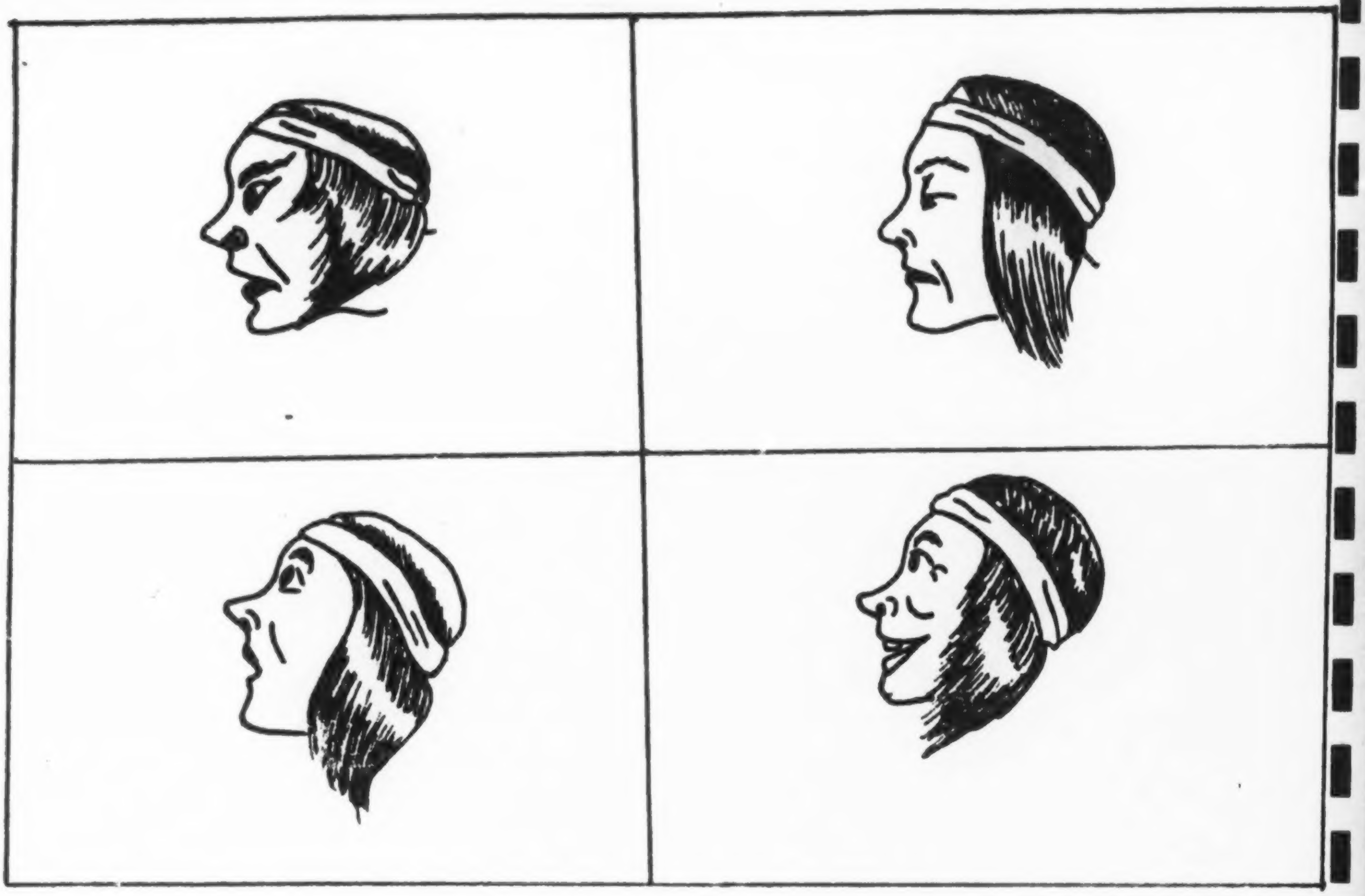


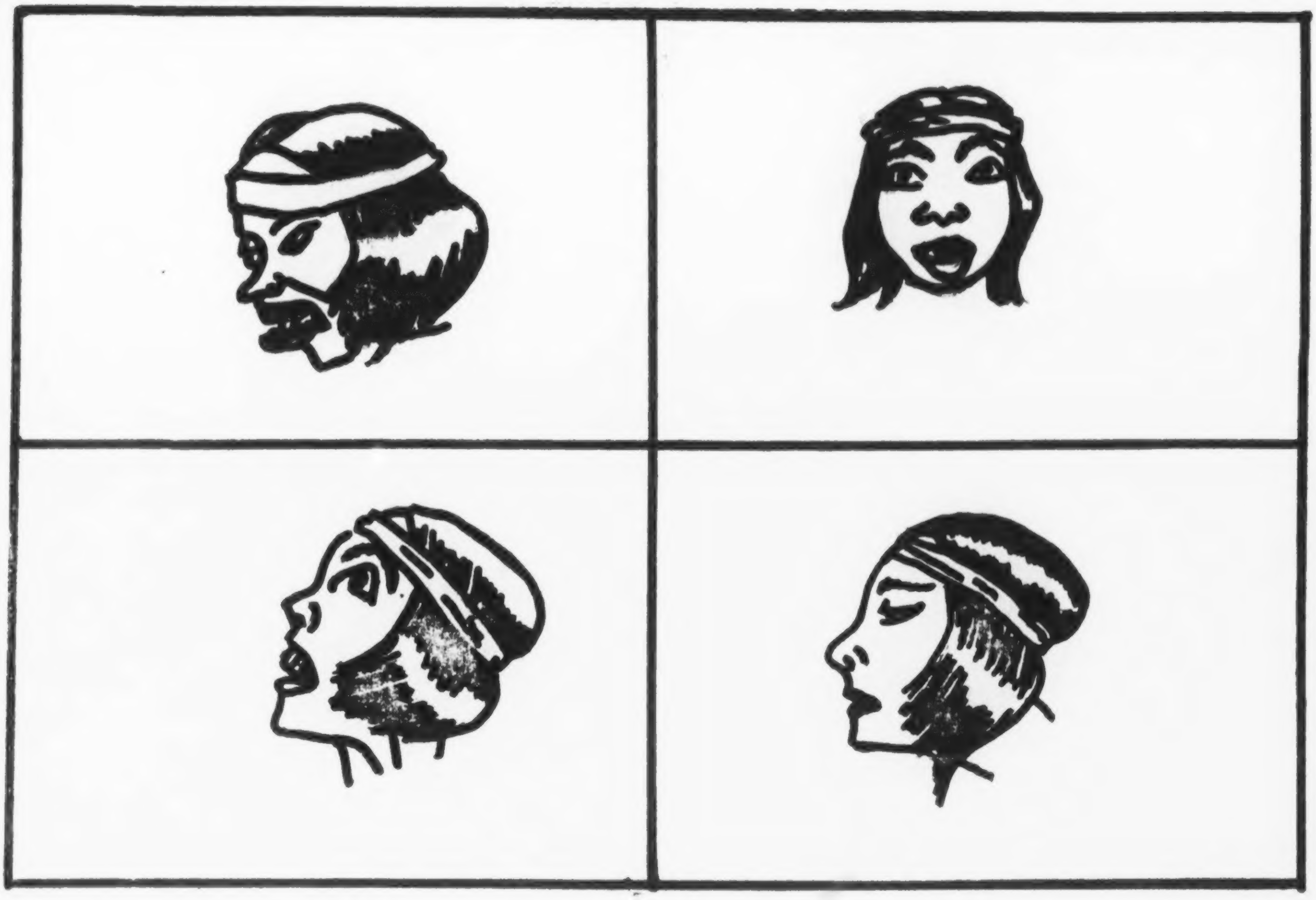
EAT

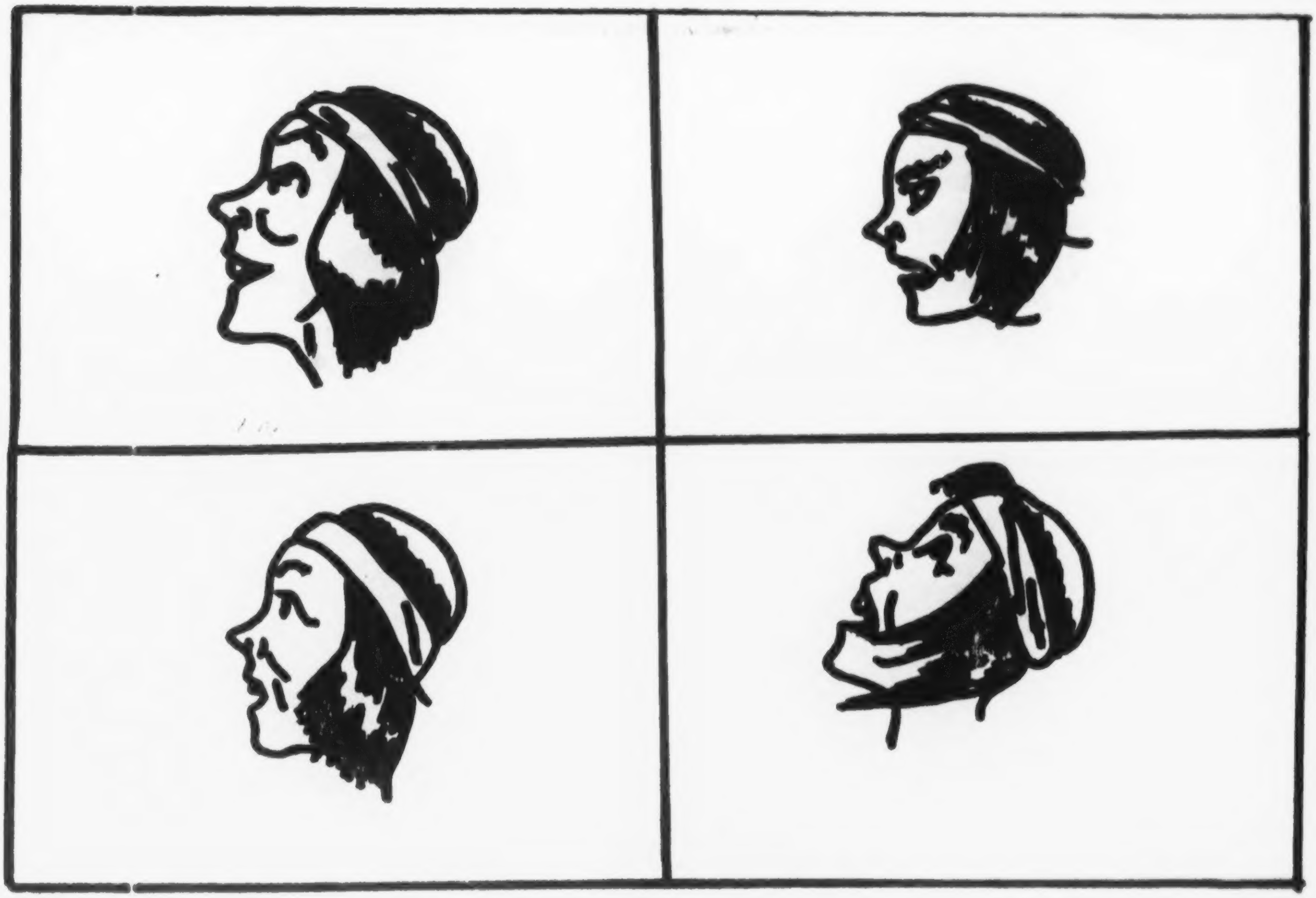
Facial Expressions











STORY BOOKS

1.	Days Gone By	Marilyn Warrington
2.	Bird Woman and Flaming Hair	Clare Thorne
3.	Tracks	Lisa Waukau
4.	Indian Tales of the Northern Rockies	Sally Old Coyote and Joy Yellowtail Toineeta
5.	Grandfather Grey Owl Told Me	Althea Bass
6.	Ancestor's Footsteps	T. Moore
7.	The Ten Grandmothers	Alice Marriott
8.	Stories from the Old Ones	Walter Denny
9.	Time of the Buffalo	Tom McHugh
10.	Famous Indians	Bearl Brocks
11.	Famous American Indian Chiefs	Eukabi Publishers
12.	The People	Mark Littman
13.	Mista	Henry Tall Bull and Tom Weist
14.	Campfire Stories of the Ft. Belknap Community	Hays/Lodge Pole Bilingual Ed. Program

REFERENCE BOOKS

1. Tree For All	L.W. Hagner and A.R. Hagner
2. Indian Reading Series A. Level I B. Level II C. Level III	Pacific Regional Educationl Laboratories (20) Booklets is each level.
3. Gros Ventres of Montana Part I Social Life Part II Religion and Ritual	Regina Flannery
4. Red World and White	John Rodgers
5. The Surrounded	D'Arcy McNickle
6. War Stories of the White Clay People	Ft. Belknap Education Department Ft. Belknap Community Council
7. The Sacred Pipe	Joseph Epes Brown
8. Uses of Plants By the Indians of the Upper Missouri River	Melvin R. Gilmore
9. The Indian Tipi	Reginald and Gladys Laubin
10. The Indian and the Horse	Reginald and Gladys Laubin
11. Dress Clothing of the Plains Indians	Ronald Kock
12. Seven Arrows	Hyemeyohsts
13. Sun Shield (Poetry)	Intermountain Intertribal School

GROS VENTRE LANGUAGE

COME IN	ZE GATS
SIT DOWN	GA NUTS
WHERE ARE YOU GOING	DOC A HA
WHAT IS YOUR NAME	AT DAH SATH
BE HAVE	GAH AYE
COME AND EAT	ZATS BE TSITS
GO TO BED	ONE NE SEE BITS
GO TO SCHOOL	ONE WHAT NA HATS
HOW ARE YOU	A DAH SEEN IKE GE
WHAT DO YOU WANT	A YOU O
WHAT ARE YOU LOOKING FOR	AH YO A NUK NA HA DA
LETS GO	DO NATS THON
GO GET WATER	ONE KNOCK KHIDES
MAKE FIRE	WAK DONE NATS
GO SHOPPING	NATS ONE NA DAH NATS
LETS DANCE	DOUGH BE DAWN
COME HAVE SOME COFFEE	ZATS BAY NITS WAH DAH NUTS
COME HAVE SOME TEA	ZATS BAY NITS HE GZITS
SET THE TABLE	ZEN NAH BIS NOW IN OTS BE ZIN
SWEEP THE FLOOR	WAK KAH HATS
GO ON,	AT DAH BITH THATS
GO OUT	ONE NYETHS
GOING TO CHINOOK	NEE HUN AB SITZ O DAN
GOING TO HAVRE	NEE HUN AH DAH THAW GIUT
WHERE IS SNAKEBUTTE	DOC NE DOUGH CC YEA GUIT KNEE
GOING TO SNAKEBUTTE	KNEE HUN CC GUIT KNEE
GOING SOUTHEAST	KNEE HUN NOW KNOCK NAY HE DAN
GOING TO CANADA	KNEE HUNN THATS TSA
GOD(WHITEMAN ABOVE)	E GIB KNEE OT
WHAT TIME IS IT	DOUGH OOH THA E SEES

GROS VENTRE LANGUAGE

MAGPIE	WOH OO HAY
MEADOWLARK	EEBI GI WAH TSI
GRASSHOPPER	NIE AH TSAY
MOSQUITO	GO AY HE
FLIES	NO BAN
GOPHER	UN NEE
JACK RABBIT	NAH GOTS
DOGS	UT ABE (more than one)
CAT	WOOS
MOUSE	AH TSI
FISH	NA WAH
SNAKE	SISI YAH
COYOTE	GA UH WOO
BEARS	W AS AH (more than one)
DEER	BI I HE?
ANTELOPE	NAH SIC
WOLF	GA GI THA
WEASEL	THAY
BEAVER	EBIS
DUCK	TSI SIC
CHICKEN	AT TAH AH DA
TURKEY	BAS GAY NA
GROS VENTRE	HA AH NI NIN
PIEGAN	TSAT
ARAPAHOE	IN NON AN
CHEYENNE	IT SIN
CROW	OH NEN
CREE	NOTS AH (alot of them)
FLATHEAD	GA GA AH NIN
ASSINIBOINE	A DA MOW
DISHES	BIS NON
FORK	NAN THONE
SPOON	E KEE HEE NAH
FRYING PAN	WHA A DAN NAH
POT	E DA NOH
POTATOES	GA OH
ONIONS	THO GA NEE
CARROTS	NA NEE SITS
SOUP	SAY I WAH YAHN NUTS
RAIN	NA A THA
GRASS	WAH SE IN
SNOW	EE W
MUD	US SIS
RIVER	NEE TSA
MISSOURI	BASS NEE TSA
MOUNTAINS	AH NEN
SNOW STORM	NA ATS

GROS VENTRE LANGUAGE

RAIN STORM	NA AH THAH
THUNDER	BA AH
TORNADO	AUN NA THA DA
CLOUDY	EENI NON NA
CLEARS	WA HO NA AH
GOOD DAY	NE EH SEEN
SUN, MOON	EE SEES
STARS	UD OOH OO
CUT BANK	ATH THA DON NO
TREE	THA TSE
ROCK	AH HEN NA JA
IRON	BEH TSIT
TO DAY	WA NEE
TOMARROW	NOK ECH
TONIGHT	BEE GU
COW	WA KA GEE
SHEEP	AH DA
APPLE	BA E GE DAIK
MOTHER	A NA
FATHER	E THA NA
YOU	NE NA NIN
MILK	BE DEN NETS
MEAT	A THAN
COFFEE	WA DA NUTS
TEA	BE JEZ
TOWN	A DA MOW
SALT	NE GA OUVE
PEPPER	NA O BEAN
BREAD	GA TZA
EAT	BE JZIS
SLEEP	NA GOOTS
GO	NATS THATS
COME	NA HEY JZAS
HOUSE	BAI YA THA
WAGON	A GIBE
CAR	T ZNIS
HORSE	E WAZ HOATH
PIG	THA ECK
GIVE	BE NIN
TAKE	ET DANA
DAY	E SEEN
NIGHT	GE GO
CHAIR	ZAT ZEIT
TABLE	OTS BE TSEE
BED	OUW
STOVE	E SIT DA
WOOD	BAITH

GROS VENTRE LANGUAGE

MATCH	E SIT DA GOO DA
WATER	NITZ
ROAD	BI YOW
MONEY	WAT DON HON
PENNY	BAY E HEIK
DOLLAR	A NEE THEIK
50¢	GA HEIK
25¢	AX GA HEIK
10¢	GA GO NE HEIK
PLAY	SAW DAITS
ONE	GA THAY
TWO	NEETH
THREE	NATH
FOUR	YON
FIVE	YADONE
SIX	NAYGYADUS
SEVEN	NEETHADUS
EIGHT	NATHADUS
NINE	ANHABATADUS
TEN	BATADUS
MAN	E NAIN
WOMAN	E THAY
PERSON	IN NIT DAI
GIRL	I THAY
BOY	A NA A HE
AUNT	AH HAY
SON-IN-LAW	A DUS
BROTHER	A THAA
SISTER	EEP
GRANDMA	EEP
GRANDFATHER	A BASE SEEP
HEART	BAY DA
KIDNEY	E GI GIS
LIVER	ISS
FAT	NEEN
FLOUR	DA A HO
BRUSH	EE GOH
POP CORN	BASE GOT DANAH KE GI
CRY	BE WOAK
LAUGH	A THON
RUN	NE GOATS
FALL	GAIN SES
GLAD	NE ITS ZAG
WALK	GE BE THATS
GET UP	GA HAITS
SIT DOWN	GA NUTS
LOOK	NAHA DA

GROS VENTRE LANGUAGE

HOME	A YAH
SCHOOL	WAT NA HOW
SUPERINTENDENT	TSN NA NAY HE
PRIEST	BATE DAN NE OT
NUNS	BATE DAN NE OT DO THA
DANCE	BER DATS
HAND GAME	DAY YATS
CHERRIES	DA U WUN
JUNE BERRIES	A HA YO WUN
GOOSE BERRIES	E THAI THA TSE BIN
CURRENTS	NE E BIN
STRAWBERRIES	E DAY HE BIN
RASPBERRIES	NE E BIN
RICE	BE THAN
BEANS	E WON NE YAH
STOP	DOE OH GOATS
BEGINNING	NE DA WOO
LAST	E DOS SEE
HONEY	OUE WOO BA
DOCTOR	NA DONE HAY HE
NURSE	NA DON HAI THAI
POLICE	BE NEE NAIN
JAIL	AUK KOO NEIN
FENCE	ECK THA YA
TRAIN	AS ONA GEEP
SADDLE	AUK OSE
HARNESS	GAN OT DA OTSA
PICTURES	WOT NEE NA ON
RADIO	TSATS WUN
CUPBOARD	NEES NAW
COAT	AUK GO BE THOATS
DRESS	BE THOAT
SHOES	WUNN
HAT	AH DAH
SOCKS	WA THON
COWBOY	THAI DON
CLOTH	TSI YAW
NEEDLE	BAVE
THREAD	WA NE KNOTS
MACHINE	US SEE YAW
SCISSORS	A OUE GOO DAH
EYE GLASSES	E SEE THAY
DOLL	NA NEET
BALL	QUA WA
COMB	TSAT DA HA
PENCIL	WOT NA HAW
PAPER	WOT EN HAW

GROS VENTRE LANGUAGE

GREETING	WA HAY NE TEE
HANDSHAKE	GI GA THAY HIN
KISS	NEE DIN NIN
ROPE	THAI KNOTS
WHIP	NEES KAW
COLT	WOE OOH
MULE	BE E HAWTH
WINDOW	NA AYE HAW
DOOR	DE GAY NAW
FLOOR	THAI DA
SOAP	AHHA SA HOOT
WALL TENT	GAH DUC GUH
BUFFALO	E DON NAN
TIPI	DUW WHATS NEEN
WARBONNET	NON NIGHI NOTSI
HEADRESS	GAW GAW ATA
BLACK BEAR	WUT DAN NI WAS
GRIZZLY BEAR	NON NOTSI GATHA
BROWN BEAR	NEHONI WUA

DAYS OF THE WEEK

SUNDAY	BET DAN EES	HOLY DAY
MONDAY	ENEES BET DAN E SEEN	DAY AFTER SUN.
TUESDAY	NIN EES EEN ITH	TWO DAYS AFTER SUN.
WEDNESDAY	NATH DA KEE	THREE DAYS AFTER SUN.
THURSDAY	YAN DA KEE	FOUR DAYS AFTER SUN.
FRIDAY	TSA HAK	CHOPPING DAY
SATURDAY	BENGIT	GIVE AWAY DAY

TIME OF DAY

BREAK OF DAWN	TSINATS NOCK
DAYLIGHT	ENEESEEN
SUNRISE	BINISITHAK ESIS
MORNING	NUSTEK
NOON	DONA DONITHAK
MID AFTERNOON	INIS DADONI THAK
EVENING	EDOAH
SUNSET	ENUWONETHAK
DUSK	BE HEENAH
NIGHT	BEE HEYA
MIDNIGHT	DONA DONDE KEEN

GROS VENTRE LANGUAGE

MONTHS OF THE YEAR

JANUARY	OHO NOC KATA	ITS REAL COLD
FEBRUARY	BAY HE SIS	TRICKY MONTH
MARCH	NAOHA OHODOUETS	SNOW BLIND MONTH
APRIL	INAHO BEESKA	WHEN LEAVES ARE COMING OUT
MAY	INA AH THOT DA	MAY STORM
JUNE	IHEYO OWEN	JUNEBERRIES ARE RIPE
JULY	THETHOTS ZEBIN	GOOSEBERRIES ARE RIPE
AUGUST	DYHO WOON OHOOTHDAY	CHOKECHERRIES ARE RIPE
SEPTEMBER	DYOOHN	FALL OF THE YEAR
OCTOBER	OHOO GENTHEN THAY	WHEN THE LEAVES FALL
NOVEMBER	BAS GEN A SIS	TURKEY MONTH
DECEMBER	BASS BATE DAN E SIS	CHRISTMAS MONTH

THE FOUR SEASONS

WINTER	AGITSEEN
SPRING	BAN EUW
SUMMER	BEE NICK
AUTUMN	DU YOU

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